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ABSTRACT

This 293-item catalog lists selected entries that should be useful to planning groups and others interested in establishing new school programs. It is concerned with what is considered a crucial step in the planning process--searching for alternatives. Past experience with school-community planning efforts has shown that, in the search for alternatives, ideas and resources that exist within the group or the community, other school programs attempting new approaches, and a variety of written and visual materials about new educational ideas and programs are most helpful. This volume is a tool for assisting a planning group in using the last mentioned source of ideas. Cited are books, articles, pamphlets, films, and television videotapes that describe and analyze various types of new learning programs. The items are arranged under the topical headings: (1) Education Today--What's Wrong with It; (2) Education and the Future; (3) What Needs To Be Changed To Change Schools; (4) Equal Educational Opportunity; (5) Evaluating New Learning Programs; and (6) Additional Sources for Planning Groups. Two indexes provide a film index and the addresses of publishers and distributors. The publisher or distributor of each entry is listed in each reference. Materials relevant to equal educational opportunity, carrer education, individualized instruction, and evaluation are marked appropriately. (Author/EA)

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PLANNING FOR A CHANGE: A RESOURCE CATALOGUE

A REPORT TO DR. MICHAEL J. BAKALIS
Superintendent of Public Instruction

BY
Center for New Schools
431 South Dearborn/Suite 1527
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February, 1973

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February 22, 1973

To: Dr. Michael J. Bakalis
Superintendent of Public Instruction
State of Illinois

In partial fulfillment of the terms of our contract with the Office of the Superintendent of Public Instruction, the Center for New Schools respectfully submits Planning For A Change: A Resource Catalog.

We were asked to develop resource information which would be helpful to groups planning new educational programs throughout the State. This catalog is a listing of selected entries which we feel will be most useful to these planning groups and others interested in establishing new school programs.

We would like to thank the many organizations, individuals, and school personnel who assisted us in suggesting and locating materials for the catalog. Ada Skyles had total responsibility for the project; Marianna Edmunds, Donald Moore, Karen Richardson and Domingo Tobias, Jr. wrote the descriptions, and a special thank you to Monica Ingram and Manford Holmes for the production of the catalog.

Sincerely,

Richard Johnson
Donald R. Moore
Thomas A. Wilson

Executive Associates
Center for New Schools

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INTRODUCTION: PLANNING FOR A CHANGE

This resource manual will be most helpful if it is used as part of a systematic effort to plan for a change in your local school. Here are six steps that are common to many attempts to plan and carry out effective changes in a school:

1. Form a representative school-community council that will direct both the planning process and the effort to put the proposed changes into practice.
2. Assess school needs and reach an agreement about which needs and desired goals have the highest priority.
3. Investigate alternative ways to reach the goals and meet the needs that have the highest priority.
4. Develop a school plan that includes the best alternatives that have been identified for meeting priority needs and goals.
5. Carry out the agreed on plan.
6. Evaluate the effectiveness of the changes that have been carried out under the plan.

These six steps can become a cycle that is repeated over and over, with the evaluation of the first plan becoming the basis for expanding the school-community council, re-assessing needs, searching for new alternatives, and making new plans (See Figure I).

This resource manual is concerned with the third step in this process: Searching for Alternatives. The step of searching for alternatives is often left out of the planning process. Many groups adopt one solution or plan without being completely clear about what their needs are or without examining other possible approaches that might better meet their needs. As a result, what often gets adopted is someone's pet idea rather than a carefully considered plan for meeting critical needs of their particular school.

Failure to carry out a systematic search for alternatives has a second serious disadvantage. Without a thorough analysis of the specific problems other people have encountered in trying to put a certain type of plan into practice, a school-community council will encounter great difficulty in making a new idea work in their school. It is an unfortunate fact that most attempts to change schools in the past have failed. Unless a planning council understands the difficulties involved in making a certain change (for example, in individualizing instruction) and which of the many varieties of individualized instruction they want to see happen in their school, their possibilities for failure are also very high.

"Searching for alternatives", then becomes a crucial step in the planning process. School-community planning groups have found three major resources helpful in the search for alternative to meet their needs:

1. Themselves and their own community. Often planning groups overlook ideas and resources that exist within their own group or their own communities. Planning groups should make systematic attempts to

survey and explore their own community's ideas and resources for reaching key goals.

2. Other School Programs Attempting New Approaches: A well-planned visit to a school actually trying out a program you think you might be interested in is an excellent source of specific practical ideas about how that idea might meet your local needs. Fifteen Schools, which is also available to the INSD planning groups, provides information on what people actually have done in the past when they set about changing their school's educational program. Well-planned visits to a school actually trying out a program you think you might be interested in are an excellent resource for planners. The schools described in Fifteen Schools are potential schools for visits.
3. Books, articles, pamphlets, films, and television videotapes that describe and analyze various types of new learning programs.

Attempts to tap each of these three major sources of information raise special problems. Planning for a Change is a tool for assisting a planning group in using the third major source of ideas--the thousands and thousands of written and visual materials about new educational ideas and programs.

As we mentioned earlier, many planning groups attempt to solve their problems without exploring the materials available on the experiences and ideas of others. However, when a planning group does attempt to collect and analyze such information,

they are soon ovewhelmed by the mountain of information they accumulate, which includes catalogues and bibliographies suggesting additional mountains of material they might obtain.

To deal with this problem, Planning for a Change is a highly selective list of resources. In putting it together, we contacted teachers, administrators, parents, and students actually involved in creating new learning programs and asked them: "If you had to pick three or four books, articles, pamphlets, films, or videotapes that have been most helpful to you in changing your school, what would you choose?" As a result, the resource materials in this manual are only those that have been most helpful to planning groups like your own.

A second major influence has shaped this catalogue. The overall plan for the Illinois Network for School Development was based on an analysis of the problems that groups have encountered in trying to start new learning programs. One major conclusion of this study is that many past attempts to change schools have not resulted in any significant changes in the learning experiences of children in their day to day experiences. It seems apparent that changes in students' learning experiences must be maintained as the constant focus of planning efforts. As one teacher put it, "If it didn't happen with kids, it didn't happen".

A second conclusion of this study is that such changes in students' learning experiences must begin with changes in the "human organization" within the school: how teachers and students relate to each other in the average classroom on the average

day, how teachers and students relate outside class, how decisions are made in the school, how teachers cooperate and share ideas, what part students play in shaping their own education. Human reorganization must be the focus for all other changes. Without human reorganization, new facilities, new time schedules, changes in written curricula, etc. will not bring about effective basic change in the school. For a school to change significantly, almost every aspect of its operation must begin to flow together to support the changes that are planned. Thus, planning groups in the Illinois Network for School Development should plan for fundamental changes in their learning programs constantly recognizing the need for human reorganization in the school.

The format of this catalogue, including each section's introductory comments, reflect this conviction about the nature of real change in the schools. Materials were selected which focus the attention of the planning group on the most crucial areas--the pressure points--that need to be touched if significant change is to occur.

Thus, Planning for a Change is not a catalogue like the Sears Catalogue. It can best be understood and used by reading it from front to back, including the section introductions and some of the specific entries. Then, it will be easier for you to get a sense of what information in the catalogue relates to your local needs. You will not find these resources listed only in one section. Comprehensive plans for change cannot be developed using a narrow fragmented approach.

This warning applies particularly to the four areas that INSD has emphasized in describing the network: equal educational opportunity, career education, individualized

instruction, and evaluation. Plans related to these areas must fit into a broader perspective on changing the human organization of the school.

Some Details

The publisher or distributor of each individual book, film, etc, is listed in each individual reference. Full addresses of all publishers and distributors are listed alphabetically at the back of the catalogue. We have only listed materials that are readily available from the indicated sources. The INSD staff is currently attempting to obtain many of these materials so that they can be borrowed directly from OSPI by local planning groups.

Materials relevent to equal educational opportunity, career education, individualized instruction, and evaluation appear through out the manual and are marked appropriately. For example:

74. The Metro School: A Report on Chicago's Experimental School Without Walls. Urban Research Corporation, 1970. $6.00.

(CR: Career Education, Individualized Instruction).

SECTION I

EDUCATION TODAY: WHAT'S WRONG WITH IT?

Many people are tired of going over and over the same criticisms of the schools, and they want to get on with the job of trying to improve them. It is one thing to criticize and another to make alternative approaches work. The decision was made to include in this catalog a few of the most probing criticisms of present-day education, especially ones that are extremely specific, because we hope that by reacting to these criticisms people will be able to formulate their own positive ideas for change more clearly. These books, films, and articles are often good as discussion starters to get people thinking about basic educational goals and problems and how they can be dealt with in a new learning program.

1 Crisis in the Classroom, Charles E. Silberman. Vintage, 1971. $2.45.

American classrooms are "joyless", American schools are dominated by "mindlessness" few people who think seriously about why they do what they do. Most of American education is "education for docility". Crisis in the Classroom is the most widely publicized critical analysis of American education in recent years. It presents a very detailed perspective on what's wrong with American schools and classrooms, and an equally detailed analysis (with many specific examples) of the alternative Silberman proposes, which is based on the approaches of the British integrated day (open classroom).

CR: Individualized Instruction

2 High School, Frederick Wiseman. Zipporah Films, Inc. 1968. 75 min., B&W, Sound. Rental: Contact distributor.

This is a typical American high school. The film is not staged. No actors are used, not even a narrator's voice interrupts natural conversations. The result is a series of encounters, formal and informal, in classes, sex education lectures, gym, cooking, the principal's office. Some have called it the most devastating criticism ever leveled at the American high school, cutting to the heart of its emptiness, regimentation, and lack of regard for people. A powerful stimulus for discussion.

3 What Did You Learn in School Today? National Educational Television. 1972. Transcript Available for Review. $1.00. Film available from Indiana University-Audio Visual Center.

A television special from the Public Broadcasting System which contrasts traditional and open classrooms in England and the United States. It includes a roundtable discussion with Charles Silberman and other prominant critics of American education about how parents can work to improve schools through unified action.

CR: Individualized Instruction.

4 With Such as These (film). Center for Curriculum Design. 17 min. B&W, Sound. Rental: $17.50. Purchase: $100.00.

Children who enter school full of imagination and an excitement for learning soon lose this vitality because of the anti-human realities of even our "best" schools. "With Such as These" drives home this idea with a powerful combination of still shots, narrative, and music. It is intended to be used to start a discussion by probing basic values and feelings about education.

5 Letter to a Teacher, The Schoolboys of Barbiana. Vintage, 1970. $1.95.

The school at Barbiana, a rural community in Italy, was started by a priest to teach boys who were "pushouts" from the regular schools. As a school project, these boys spent a year writing a letter to their former teachers, a letter that has much to say to all teachers everywhere. In a simple biting style, they develop their indictment that "school is a war against the poor".

CR: Equal Opportunity

6 How Children Fail. John Holt. Dell, 1970. $.95.

Through a sensitive analysis of classroom situations, Holt shows how students come to think of school as a game in which the object is to get the "right" answer (the teacher's answer) rather than to think to learn. He discusses the constant separation of the winners and losers in the classroom, the role of the teacher in the failure game, loopholes of question asking and testing. He also offers some suggestions about other ways to teach and learn that aren't based on the failure game.

7 No Reason to Stay. Contemporary Films/McGraw Hill. 28 min., B&W, Sound. Rental: $14.00 plus shipping.

A proven discussion stimulator that underlines the tedious irrelevent aspects of school which push students out the door.

8 High School. Ronald Gross and Paul Osterman (eds.). Simon and Schuster, 1972.

A collection of articles criticizing the organization and quality of life and learning in conventional high schools, with some descriptions of several experimental high school programs that attempt to offer alternatives.

9 "Teaching: The Way It Is; The Way It Might Be", Roland Barth. Grade Teacher, Vol. 87, No. 5. January, 1970.

An article comparing the assumptions about children, learning, and knowledge underlying "most schools": with those underlying open schools. It describes how teachers will have to change if schools are to change.

10 "The Schools and Equal Opportunity", Mary Jo Bane and Christopher Jencks. Saturday Review of Education, September 16, 1972.

A useful article presenting the argument that school reform will not significantly affect the economic--hence opportunity--gap between poor and rich until the economic basis and institutions of the society at large are changed by political shifts of power and control. Otherwise, the authors argue that expectations for school reform must be modest.

CR: Equal Opportunity

11 Free the Children. Allen Graubard. Pantheon. 1972. $7.95.

A history and critical analysis of the free school movement. Graubard perceptively analyzes many of the thinkers that have inspired recent educational reform, (such as John Holt, A.S. Neil, and George Leonard). He also comments on the relationship between schools and society, and the limits of what we can expect from changing schools without much broader social change.

12 "Fundamental Reminders: We Learn for Ourselves", John Holt. Edcentric Magazine.

Holt reasserts the fundamental reasons for the alternative school movement in the present light of its failings and weaknesses. This argument rests on the concepts of multi-dimensional learning and reorganization of sequence of learning.

13 High School Student Information Center

"Curriculum: Evaluation and Change" $.35.
"The School as a Babysitter" $.35.
"Enculturation" $.10.
See full description under item 256.

14 Inside Out, Jack Robertson. New York University. 56 min., Color, Sound. Rental: $60/day or $120/week.

A documentary which points out that everyone is victimized in the present educational system--teachers, students, administrators, and parents--and presents an example of an alternative school system which uses the city as classroom and redefines the social organization in the school.

CR: Equal Opportunity

15 Teachers and the Children of Poverty. Robert Coles. Potomac Institute, Inc. 1970. $2.00.

This distinguished child psychologist spent several months talking with students from poverty backgrounds (black, Latin, and white) and with their teachers. His detailed case studies of the schools he visited show how the teachers and the students see each other and themselves. Quotations from conversations are complemented by children's drawings. He contrasts "tired" schools and teachers with schools where teachers are communicating hope and confidence to their students.

CR: Equal Opportunity

16 "The Children Have Outgrown the Schools" by James S. Coleman.

See full description under item 37.

17 Down These Mean Streets, Piri Thomas. Signet Books. $1.25

A Puerto Rican's autobiography describing the injustices he faces in his education and in other life experiences as he grows up in a large city.

CR: Equal Opportunity

18 Mexican-Americans in School, Thomas Carter. College Entrance Examination Board. 1970. $4.00.

Describes and analyzes the experiences of Mexican-Americans in American schools and the ways in which American education is stacked against them.

CR: Equal Opportunity

19 The Autobiography of Malcolm X. Grove Press, 1964. $1.50.

Malcolm X's autobiography delves deeply into his experience in growing up and going to school in a white-dominated society, including his childhood in the Midwest. Chapter 2 "mascot" describes the "education" he received at a mostly-white junior high school in Mason, Michigan.

CR: Equal Opportunity

20 What Black Educators are Saying. Nathan Wright, Jr. (ed.) Hawthorn Books, Inc. 1970. $3.95.

A collection of essays by black educators analyzing the deficiencies of the present school system and proposing alternatives for a more humane education.

CR: Equal Opportunity

21 How's School Enrique? Learning Garden. 14 min., Color, Sound.
Rental: Contact Distributor.

A young Latino's experiences in Junior High School seen through the eyes of two teachers who hold differing views on education.

CR: Equal Opportunity

22 How to Survive in Your Native Land, Jame Herndon. Bantam. $1.25.

A humorous poignant fiction like account on the situation in schools today for students and teachers.

23 School is Dead. Alternatives in Education, Everett Reimer.
Anchor. 1972. $1.95.

See full description under item 29.

24 "Education and Community", Fred M. Newmann and Donald W. Oliver.

See full description under item 30.

SECTION II

EDUCATION AND THE FUTURE

What do we want our society to be like in our children's generation? How will advances in science and technology affect education in the future? Are we moving toward an ideal world or a period of constant warfare over scarce resources? What do people's ideas about the world's future suggest about what and how children should learn?

These are the types of broad questions discussed in the resources described in this section. They present challenging ideas rather than specific solutions. Unlike many of the focused and detailed materials described in the rest of the manual, they are primarily sources of "big ideas" that may be helpful as you decide the basic direction of your program and as you look for creative ways to put together its specific focus and direction.

25 Education and the Human Quest. Herbert Thelen. University of Chicago Press. 1960. $2.75.

A broad yet specific and down-to-earth analysis of ways in which inquiry about the needs of the individual and society could become the focus of education and could help shape a better world in the process. Thelen discusses not only a general vision of what education and society should be, but also some specific recommendations about helpful learning processes: personal inquiry, group investigation, reflective action, and skill development.

26 No Easy Victories. John Gardner. Harper and Row, 1968. $1.45.

Simple and direct analysis of some of the challenges faced by the society and the educational system of the future. Gardner envisions a society that will be able to "renew itself" through constant analysis of the way it works and how it should work. At the core of this self-renewing society would be a process of education that is life-long.

27 New Reformation: Notes of a Neolithic Conservative. Paul Goodman. Vintage, 1971. $1.95.

One of America's most prominent social and educational critics describes the changes he would like to see in education. He expands on the idea that "by and large, although not for all topics and all persons, the incidental process of learning suits the nature of learning better than formal teaching". His ideas for the reformation of learning include radically decentralized small schools for young children 28 or fewer students; replacement of most high schools with community-based experiences; and the delay of college training until after a person enters a profession.

28 A Future of Choices. Cabinet Committee on Education of the Province of Alberta. $3.00.

A beautifully illustrated and extremely involving book which outlines possibilities for the future of education. An excellent source of ideas that would be of interest to the general public.

29 School is Dead. Alternatives in Education. Everett Reimer. Anchor, 1972. $1.95.

Reimer argues that formal schooling has become the religion of the modern world and that it is imperative to break away from the idea that education = school. He outlines ways that society might abolish schools and support other pathways for education. He presents many of the same arguments of Ivan Illich's Deschooling Society, but in a much more simple and concrete fashion.

30 "Education and Community", Fred M. Newmann and Donald W. Oliver. Harvard Educational Review, Vol. 37, No. 1.

An article that has deeply influenced many of the alternative schools set up in the past decade. The authors question a view of the future which accepts the present drift towards a mechanized "mass society" as inevitable. They argue that people can shape the future decisively by building a sense of community that is currently missing. In describing how our educational system could help create this new community, they challenge many basic assumptions of current education (for example, the idea that "education is preparation") and make some specific suggestions about how their ideas could be put into practice.

31 Alternative Futures for Education. Educational Policy Research Center, Stanford University.

This brief report summarizes studies of several different patterns of development for U.S. society and the educational system that might evolve between now and 2050. In contrast to many optimistic visions of future society, the authors conclude that there are very few ways that the world can avoid extremely serious crises in the next fifty years. "The message is clear. It is not time to redesign education for ecstatic individuals in a carefree world." Rather, they see call for the need for radical changes in our basic assumptions and values and a need for new directions in education to support these changes.

32 The RSVP Cycles: Creative Processes in the Human Environment. Lawrence Halprin. George Braziller, Inc., 1969.

Halprin describes his approach to creative planning which is designed to multiply the possibilities created for the people being "planned for" rather than to limit them. This approach has been useful to people in many fields including education as a spur to creative planning for the future.

33 The Schools of the Future--NOW. Association for Supervision and Curriculum Development. $3.75.

This is a useful collection of essays from the 1971 Conference on Continuous Education which examine, analyze, and make recommendations on issues for new schools such as the school and society; education for the pre-school age, the middle age, the adolescent and late adolescent; a model for future schools; and curriculum planning and reform.

34 The Unprepared Society: Planning for a Precarious Future. Donald Michael. Basic Books, 1968. $4.95.

A good introduction to the work of people who have thought about the future and what it may be like. The final chapter "Some Challenges to Educators", discusses implications for education. For example, "We must educate so people can cope efficiently, imaginatively, and perceptively with information overload".

35 Dimensions of Change, Don Fabun. Glencoe Press. $6.75.

A look at the next thirty years through a combination of words and graphics. Ecology, Shelter, Energy, Food, Mobility, and Telecommunications are explored in this creative engrossing book.

36 The Children of Change and nine other paperbacks by Don Fabun. Glencoe Press, 1969. $1.95 each.

Shorter books about specific aspects of the future.

37 Why Man Creates, Don Fabun. Pyramid Films. 25 min., Color, Sound. Rental: $15.00.

A series of explorations, episodes, and comments on creativity. Several planning groups have found it helpful as a discussion starter that helps people break out of old patterns of thinking.

38 "The Children Have Outgrown the School", James S. Coleman. Psychology Today. February, 1972.

Coleman argues for a fundamental transformation of the school if it is to serve today's society in socializing children to a radically different environment of communication and technological structures.

39 Teaching: The Way It Is; The Way It Might Be. Roland Barth.

See full description under item 9.

SECTION III

WHAT NEEDS TO BE CHANGED TO CHANGE SCHOOLS?

Attempts to change schools in the late 1950's and the 1960's focused primarily on the non-human aspects of education: scheduling, curriculum materials, technology in the classroom, new designs for physical space, etc. As several of the reports described below demonstrate, these changes have generally "stopped at the classroom door". Furthermore, there was a lack of coordination between changes in things (curricula, buildings, schedules, etc.) and changes in the attitudes and behavior of teachers, administrators, and students.

Therefore, "What needs to be changed to change schools?" begins with a listing of resources that deal with comprehensive human reorganization of the school. A section on school buildings and educational materials comes last. In between, the catalog lists resources for change in a variety of specific facets of education, including individualized instruction, career education and use of community resources. However, the books, articles, films, etc. that were selected for each of these individual subsections retain a focus on human reorganization. For example, rather than presenting "individualization" as a change in written curriculum, plans, and rules, these resources see "individualization" as involving changes in teacher attitudes, basic patterns of teaching and learning, and the role of the school administrator as they are reflected in the day-to-day activities of the school.

A. Changing the Human Organization of Schools: The First Priority.

The first set of resources in this subsection identify the difficulties that any change in the human organization of the school will face. They describe the failures and problems of some new educational programs in the last decade and show how day-to-day student-teacher relationships teach a "hidden curriculum" that must be changed if schools are to change significantly. The bulk of the subsection deals with specific ideas about human reorganization and with the experience of specific schools that have attempted to carry it out.

40 Behind the Classroom Door, John Goodlad, M. Frances Klein, and and Associates. Jones Publishing Co., 1970.

This study of 150 U.S. classrooms in 67 schools was intended to assess the degree of change that had taken place in typical classrooms after almost a decade of agitation about individualized instruction, new teaching methods, etc. The researchers found that change almost always stopped at the classroom door and that education from day to day in the average classroom was overwhelmingly rote and unimaginative. The book suggests some key obstacles that must be overcome if teachers are really going to carry out new ideas.

CR: Individualized Instruction

41 A Foundation Goes to School. Ford Foundation. 1972. Free.

Reviews the failure of the Ford Foundation's $30 million investment in promoting such innovations as team teaching, modular scheduling, use of technology in the classroom, etc. to produce long-term significant changes in the learning process within schools. It describes mechanisms

by which resisting teachers and administrators watered down or outlasted attempted changes, and underscores the decisive role of project leadership in influencing the fate of these programs.

CR: Individualized Instruction

42 Run Computer Run. Anthony Oettinger with Sema Marks. MacMillan. 1969. $1.95.

Oettinger deflates claims made for radical changes in education resulting from technology. The rigid social organization of schools, he argues, makes the effective use of technology unlikely in the near future. Contains many specific examples of teacher resistance to technology in the classroom.

CR: Individualized Instruction

43 The Unstudied Curriculum: Its Impact on Children. Association for Supervision and Curriculum Development.

Essays on the ways in which the social patterns of a school, the way teachers treat students, the rules of the school, etc. "teach" students lessons about how to learn and how to live that are much more powerful and lasting than the consciously-designed curriculum of reading, writing, and arithmetic.

44 Life in Classrooms. Phillip Jackson. Holt, Rinehart & Winston, Inc. $5.00.

Chapter 1 of Life in Classrooms puts the typical elementary classroom under a microscope to clarify the impact on children of the "mundane and seemingly trivial events that fill the bulk of (a student's) school hours". Jackson, an anthropologist, provides a dramatic concrete description of the "hidden" or "untaught" curriculum in our schools.

45 "Teaching: The Way It Is; The Way It Might Be", Roland Barth.

See full description under item 9.

CR: Individualized Instruction

46 Schools Where Children Learn, Joseph Featherstone. Liveright, 1971. $2.45.

A discussion of changes that take place in teaching and learning in the Open Classroom as it has been implemented in both Britain and the United States. A specific, practical, yet sensitive discussion that many teachers and parents have found useful. He takes abstract ideas like freedom and structure and brings them down to the day to day reality of teaching and learning.

CR: Individualized Instruction

47 IGE: Individually Guided Education and the Multiunit School, National School Public Relations Association. $3.60.

A factual specific report on Individually Guided Education (IGE), a widely-employed approach to individualized instruction in which educational programs for units of 150 children are carried out by a unit leader, four teachers, and two aides. Deals with all aspects of the school's organization that must be changed to carry out the IGE approach.

CR: Individualized Instruction

48 "Resetting Boundaries: A Process for Giving Meaning to Education". Norman Newberg. Controversy in Education. University of Massachusetts Press, 1972.

In reacting against the rigidity of traditional education, many new programs have failed to provide an alternative set of "boundaries" which students and teachers can both find acceptable. The lack of such limits, Newberg argues, has resulted in much needless conflict, confusion, and anxiety in new programs. He suggests some practical ways in which teachers and students can work cooperatively to set up new boundaries that can provide a basis for workable alternative approaches to education.

49 The Classroom as a Learning Community. Education Development Center. 1971.

A series of film-based seminars designed to bring the course developer, classroom teacher, and school administrator together by viewing and analyzing classroom behavior. Useful for teacher education and coordinating staff development with human re-organization in school changes.

50 "Pilot Communities Program". Education Development Center.

A field project to develop methods for effecting change in the schools supported by the U.S. Office of Education which includes bibliographies, evaluation studies and suggestions for teachers and administrators.

51 "I Ain't Playin No More", Education Development Center. 61 min. B & W, Sound. Rental: $20.

A documentary of the process of education being carried out at the Morgan Community School, a public elementary school in Washington, D.C. with a community school board. The film addresses the questions of respect for children, and parents, freedom for expression, appreciation of differences, making school and community one.

CR: Equal Opportunity; Individualized Instruction

52 The First Day, Education Development Center, 1971. 35 min., B&W, Sound. Rental: $20.

The film presents the incidents that occurred on the opening day of the Lower School of Massachusetts Experimental School System. The viewer is taken into the start-up process of an urban Open School and becomes a partner in a staff discussion that is marked by an unusual degree of openess among teachers.

CR: Equal Opportunity

53 The Open School. St. Paul Open School, 1972. 28 min. Color, Sound. Rental: $25.

A film about the St. Paul Open School in the fall of its second year. It follows a student through her self directed learning experiences in the 4 story remodeled factory building where 500 students, K-12 are involved in designing their own education. The sound tract includes a discussion of the philosophy of Open Education by Dr. Wayne Jennings, Director and comments by several teachers.

CR: Individualized Instruction

54 The Metro School: A Report on the Progress of Chicago's Experimental School Without Walls. Also reports on the Second Semester and The Third Semester. Urban Research Corporation. 1970 and 1971. Available from Center for New Schools.

Detailed reports about the experience of an educational program that is attempting to change just about every aspect of school operation, including the learning program, the role of the teacher, and the way decisions are made. Deals with the specific problems encountered in carrying out this ambitious effort.

CR: Career Education

55 Metro!!! School Without Walls, Rod Nordberg. 18 min. Color, Sound. Rental: Contact Producer.

Made during the first semester of the Metro High School, Chicago's school without walls. It provides a good understanding of the total changes in the school being carried out although it doesn't deal adequately with many of the problems involved.

CR: Career Education

56 The Strategies of Small-Group Learning, Institute for Development of Educational Activities, Inc. 26 min. Color, Sound. Rental: $12.00.

Filmed on location in elementary and secondary schools. This film depicts the practical application of small-group learning. Excellent for interested parents, teachers or planners.

CR: Individualized Instruction

57 "Organizational and Technical Aspects of Educational Change", Dr. Robert Scanlon. Research for Better Schools, Inc.

Scanlon argues against the premise that total human re-organization must take place in a school before effective change is actualized. He argues for a focus on starting with a program of individualized education for the students.

CR: Individualized Instruction

58 Wad-ja-get? : The Grading Game in American Education. Howard Kirschenbaum, et al. Hart Publishing Co. 1971. $1.95.

A close look at the effects of the present grading system. The writers do an equally carefully analysis of the advantages and the problems of some alternative ways of evaluating students.

59 "Evaluation - Eliminating Segregation by Grades", St. Mary Center for Learning. 1971. $1.00.

Detailed description of how one alternative school eliminated the conventional grading system and designed its own evaluation system. Competition for grades between students is discouraged while competition with one's own capability and growth is stressed.

CR: Individualized Instruction

60 "Resources for School Change I. A Manual on Issues and Programs in Training Educational Change", Educational Change Team. 1972.

A manual to help consultants and school planners discover, create and maintain fundamental and effective changes in high schools. Written in an academic style.

CR: Equal Opportunity

61 "Resources for Social Change II. A Guide for School Administrators" Educational Change Team. 1972.

A comprehensive and academic manual for school planners and administrators aimed at using school conflicts and crises as positive opportunities to analyze, evaluate, and ultimately create changes in both the role of the administrator and his or her overall effect in the human organization of the school.

CR: Equal Opportunity

62 Center for Curriculum Design

As a non-profit educational foundation, CCD provides materials, workshops, consultations and network services designed for educators, organizations, and civic groups concerned with: rekindling the

enthusiasm for learning in young people that existed in them as children; developing alternatives within and to the conventional school experience; and developing "whole-earth" perspective on the human environmental condition.

63 School Organization Program, Center for Social Organization of Schools.

This program is concerned with the effects of student participation in social and educational decision-making, the structure of competition and cooperation, formal reward systems, ability-grouping, and development of informational systems for secondary schools. Write for information on publications.

64 High School Information Center

"Sowing The Seeds" A student organizing manual. $.50.
"Student Involvement in School Board Elections" $.50.
Plus Two Programs:
"Curriculum on the American Revolution"
"Journalism Project"
See full description under item 256.

B. INDIVIDUALIZED INSTRUCTION AND OPEN CLASSROOMS:

What are they? How do they work?

Slogans in education take on dozens of different meanings. Two of the most popular current slogans--individualized instruction and open classroom--are no exception. As soon as an idea becomes popular in education, everyone immediately claims to be doing that thing. Often then, whole school systems have been switched from traditional education to "individualized instruction" or "open classroom" by a school board vote or a memo from the superintendent, with no actual change in the way teachers teach or students learn. This superficiality is further encouraged by educational publishers who are ready to slap the label "individualized" or "open" on their product in the same way that "new" and "more effective" are used in selling soap.

A planning group interested in individualizing its program or opening its classrooms should decide exactly what they mean by these phrases, how these vague phrases can be translated into new patterns of teaching and learning that actually occur as opposed to existing on paper, and what problems they are likely to encounter in carrying out such an effort.

Learning can be individualized or opened up in a variety of ways--for example:

1. Students can be allowed to proceed through a single prescribed activity or series of activities each at his or her own speed. In this case, it is primarily the rate of learning that is being individualized.

2. Students can be tested and then assigned to complete activities that provide practice in only those areas in which the tests show they need help. They can then be retested and given more work in a given area if they don't pass the test. In this case the rate and the amount of learning are individualized.

In addition, students may be working on different topics, but each is expected to master the whole set of skills originally laid out by the teacher and embodied in the exercises the teacher has chosen.

3. Students can work in essentially the same type of program described under (2), except that various modes of instruction are used for different students, and worksheets and books cease to be the primary modes of instruction. In mastering a given area of math, for example, some students may use worksheets, some may work with Cuisinere rods they can manipulate, others may work in group projects, others may learn from filmstrips. In spite of different modes of instruction, however, students continue to work toward objectives specified by the teacher on projects the teacher feels will move the child toward those objectives.

4. In addition to learning at different rates, with different amounts of work in a given area, and in different modes, students can play a role in determining the objectives and activities in their own education. Again, a whole range of possible variations can be imagined. Students may be given a set of choices between projects carefully prescribed by the teacher. Or they may be free, within certain broad goals set up by the teacher, to decide what their own learning objectives and activities might be.

A planning group, then, might see its task as defining which dimensions of instruction--rate, amount, mode, goals, sequence, self-direction--it wishes to individualize. Becaue of the complexity and variations of these dimensions, however, there are no "pure" examples of various types of individualization. Schools that are seriously working towards individualization have a general philosophy about individualization, but modify it in light of specific problems and experiences.

The sharpest division in actual practice seems to be between programs that seek to individualize instruction within a framework of goals and activities defined almost entirely by the teacher, and programs that give students a greater role in defining the activities and choosing the objectives of their own education. Teacher-directed programs of individualized instruction have been strongly influenced by the efforts of American psychologists like Benjamin Bloom to characterize learning activities

in terms of measurable objectives. Programs that give students a greater role in setting their own goals and creating their own educational activities have been strongly influenced by the educational critics like John Holt, the psychologist Piaget, and the "open classroom" or "integrated day" as it is practiced in England.

Some references to these theoretical positions are included below. The major emphasis of these entries, however, is on books, articles, and films that provide a concrete picture of the ways in which classrooms have been "opened" or "individualized" in real school situations.

A number of references are included concerning reading, math, and writing as they are carried out in various individualized instruction or open classroom programs. These items are designed to illustrate how skills are taught using these approaches, but are not intended to be a comprehensive review of materials and programs available to teach these skills.

65 Individualized Instruction. Maurice Gibbons. Teachers' College Press.

An analysis of the many different meanings of "individualized instruction" that has been extremely useful to those interested in planning individualized programs.

CR: Individualized Instruction

66 Individualization in Schools: The Challenge and the Options. National School Public Relations Association, 1971. $4.00.

A clearly written discussion of what it means to individualize instruction, which includes descriptions of many of the best-known individualized instructions programs (IPI, IGE, PLATO, the Duluth Plan, etc.).

CR: Individualized Instruction

67 Handbook of Formative and Summative Evaluation of Student Learning, Benjamin S. Bloom. McGraw-Hill, 1971.

A clearly written discussion of the ideas and the educational practice of providing individualized instruction by specifying measurable objectives for student learning. Individualized chapters deal with specifying objectives in specific curriculum areas like language arts, science, literature, etc.

CR: Evaluation

68 Preparing Instructional Objectives, Robert Mager. Fearon. $1.75.

A specific description in a programmed instruction format concerning the preparation of behavioral objectives for instruction. Recommended by several teachers as a useful introduction to this approach.

69 Individualized Instruction Case Studies. Institute for Communication Research. $.25 per case study or $10.00 for a set of 46.

Individual pamphlets describing attempts within particular elementary and secondary schools to individualize instruction. They are useful as an introduction to the variety of approaches that have been used, but are not detailed enouch to be useful in actually planning a complete program. Most contain references to people or materials that can provide more information.

CR: Individualized Instruction

70 Individualizing Instruction, Robert G. Scanlon & Mary V. Brown. Research For Better Schools, Inc. Reprint from "Planned Change in Education: A Systems Approach". 1971

Scanlon describes the Individually Prescribed Instruction (IPI) program developed by The Learning Research and Development Center of the University of Pittsburgh and field tested by Research for Better Schools, Inc. The program stresses its aims as "getting at the individual differences between students" involving learning rates, student involvement, self-direction, mastery and individual style.

CR: Individualized Instruction

71 The I of a Learner. Ralph Lopatin Productions, Inc. 28 min, Color, Sound. Rental: $25/week.

How an individually prescribed instruction (IPI) program in an elementary school operates.

IPI - Initiating, Planning, and Implementing. Ralph Lopatin Productions, Inc. Color, Sound. Rental: $25/week.

An instructional film on the installing of an individualized learning program in an elementary school.

CR: Individualized Instruction

72 IGE: Individually Guided Education and the Multiunit School: National School Public Relations Association. $3.60.

A factual specific report on Individually Guided Education (IGE): a widely-employed apporach to individualized instruction. See full description under item 47.

CR: Individualized Instruction

73 I/D/E/A - Films and Publications. Institute for the Development of Educational Activities, Inc.

A catalogue describing films, written materials, and reports related to individualized instruction and other topics related to school change that are available from I/D/E/A. Includes materials related to the program of Individually Guided Education that I/D/E/A helped develop.

74 The Strategies of Small-Group Learning, I/D/E/A.

See full description under item 56.

75 The Individualized Learning Letter (periodical). $40 for 18 issues.

Written primarily for the school administrator, this newsletter provides detailed information on new individualized curriculum materials, scheduling innovations, differentiated staffing, non-graded instruction, etc. Provides straight-forward evaluations of materials and reports on individual programs that are not available elsewhere.

CR: Individualized Instruction

76 Walnut Hills Elementary School.

This elementary school and the Cherry Creek School System of which it is a part have been leaders in establishing individualized instructional programs. They also have available materials describing their constantly developing program.

CR: Individualized Instruction

77 A Day In the Life, Case Studies of Pupils in Open Plan Schools, York County Board of Education.

Ten case studies describing what it is like to be a student in an open plan school in York County, Ontario. It is based on the observations of behavior and the environment of the school.

CR: Individualized Instruction

78 Story of A School. Joyce Holmberg, OSPI, 35 min, Color. Free.

An excellent slide presentation on how the Teacher Demonstration Center at Welsh School, started and of its individualized program.

CR: Individualized Instruction

79 I Don't Feel Dumb Anymore, Joyce Holmberg. OSPI, Free.

An excellent slide presentation with tape showing one teacher at Welsh School in Rockford, Illinois and how she developed an individualized instruction program.

CR: Individualized Instruction

80 Piaget for Teachers. Hans G. Furth. Prentice Hall. 1970.

The work of the psychologist Jean Piaget is one of the major sources of the open classroom philosophy. Furth provides a clear presentation of Piaget's ideas about learning along with practical implications for teachers.

81 Schools Where Children Learn. Joseph Featherstone.

One of the most specific and perceptive descriptions of the open classroom approach. See full description under item 46.

82 I Am Here Today. Education Development Center. 1971. 43 min. B&W, Sound. Rental: $20.

This film shows the integrated day approach in a classroom of five, six and seven year olds at Shady Hill School in Cambridge, Mass. The children are shown taking charge of their own learning and helping one another. A log kept by the teacher is available to document how this style of classroom management can be accomplished.

CR: Individualized Instruction

83 The Integrated Day In The Primary School. Mary Brown & Norman Precious, London. Ward Lock Educational, 1968.

A very practical account of the "integrated day" activity, written with suggested equipment, bibliography and illustrations.

84 Children as People, Polymorth Films, Inc. 35 min. B&W, Sound. Rental: $30.

A film in which the filmmakers became part of the school experience. If you cannot visit schools, this film shows you what it is like in a school where children can talk, move about, how they relate to adults, and the good sense with which they manage their lives and learning.

85 They Can Do It. EDC Distribution Center. 1969. 34 min. B&W, Sound. Rental: $15.

This is an excellent film for introducing open classrooms to parents and teachers. Made in the Pastorius School, a public elementary school in Philadelphia, it shows 26 six year olds who have never been in school before. Starting with the second day of school, the film follows the class on five occasions throughout the school year. The teacher develops greater sureness with open classroom methods as the year goes on.

CR: Individualized Instruction

86 Open Education: Alternatives Within Our Tradition, Joseph Hassett and Arline Weisberg, Prentice Hall, 1972.

This book provides a step by step guide to starting an open classroom within an American Public School.

87 Open Door. Thackray, Chaudhry, Grimes. Center for Urban Education. $1.50.

After an extensive study of the British Infant School System, Dr. Lillian Weber set up an open corridor program in Manhattan. This booklet describes how teachers attitudes began to change as children began to choose what they wanted to learn for a specific period of time during the day.

CR: Equal Opportunity

88 "An Interview with Pat Hourihan", Education Development Center.

A curriculum development program focusing on one elementary school in one of the poorest sections of greater Boston which highlights the issues and problems of alternative approaches to teaching and learning in an urban, low-income setting.

CR: Equal Opportunity

89 Crisis in the Classroom, by Charles E. Silberman.

See full description under item 1.

90 The Integrated Day In An American School, Betsy Sargent. NAIS, 1972. $2.50.

Mrs. Smith is an excellent teacher at Shady Hill School, Cambridge, Mass. This booklet actually is her personal notebook on what happened during the year in her classroom. She shows by floor plans how her room changed as she added new things. One especially useful section is a list of all materials she used during the year, the activities for which she used them, which kids used them the most, and how they were received.

CR: Individualized Instruction

91 Open Education and the American School, Roland Barth. Agathon Press, 1972. New York.

Barth's argument is one of caution to education and alternative school planners, to avoid "jumping on the open classroom surfboard" before closely examining the specific and dynamic needs of the particular school they are planning for. He poses a set of questions and assumptions that all educators should answer for themselves and the school prior to setting up standard models of the open classroom.

CR: Individualized Instruction

92 Choosing to Learn, Education Development Center. 1970, 26 min. Color. Sound. Rental: $20.

The film is made at the World of Inquiry School, a Title III experimental public elementary school in Rochester, N.Y. The children come from a variety of racial and economic backgrounds. They are free to decide what they will learn, when they will learn, and move at their own rate. The film shows children making decisions, working closely and informally with teachers and with one another.

CR: Equal Opportunity

93 What Do I Do Monday, John Holt, Dutton, 1970.

One of the best known critics of traditional education, John Holt provides a great number of specific suggestions for the teacher to use in their classrooms.

94 Instructional Aids, Materials, Supplies. Educational Development Center. $1.00.

A 75-page list of possible curriculum materials for an open classroom compiled by the E.D.C. Staff.

95 Bibliography of Open Education. Roland S. Barth & Charles H. Rathbone. Education Development Center.

A bibliography covering books, articles, films and periodicals about open education. It is broken down into headings like Teacher Education, Curriculum Development, Research, Strategies, etc.

96 The Integrated Day Workshop. Frances Parker School. $250.00.

This workshop meets daily from 9-3 for the month of July, and aims to acquaint U.S. teachers with the British Open Classroom approach. The staff includes a British specialist as well as several FPS teachers.

97 St. Paul Open School. St. Paul Open School. 1972. 12 min. Rental: $10.00.

80 Color slides with cassette. The tape gives fundamental information about the St. Paul Open School. Script is included.

98 Open Education at EDC: Films and Publications. Education Development Center.

A listing of the extensive number of useful films and publications about open education available from the Education Development Center.

99 Young Lives at Stake. Charity James. Agathon

An analysis of necessary changes in junior high and high school education that provides specific suggestions about how the changes she suggests could be carried out. An extension of the open classroom philosophy to working with older children.

100 Collaborative Learning, Edwin Mason. Agathon. 1972. $6.95.

A plea for changing junior high and high school learning to a system based on student interest, and the teacher used as a resource person. He sees young people and teachers as potential partners in the search for knowledge, and provides specific ideas about achieving this goal in the schools.

CR: Individualized Instruction

101 Ideas (periodical). Curriculum Laboratory of Goldsmith College. Agathon.

The Curriculum Laboratory of Goldsmith College has been the center for a group of teachers developing ideas to bring about fundamental change in English junior high and high schools. Ideas is the quarterly magazine published by the Curriculum Laboratory.

102 A Bookless Curriculum, Roland G. Brown. Pflam/Standard. $3.96.

An English teacher's report of attacking the problem of teaching non-reading, non-school oriented students. Contains a full year of lesson plans.

103 At the Center. American Library Association. 30 min., color, sound. Rental: Free, OSPI--Media and Library Services.

A portrayal of the role of the librarian and the resource center as a key aspect in the individualization of instruction.

CR: Individualized Instruction

104 So Slow To Learn, WMAQ-TV. 46 min, B&W, Sound. Rental: No Charge.

This film examines Chicago's Reading Research Foundation and its efforts to help slow learning children learn how to control themselves and be able to concentrate on learning how to read and write. Various techniques of working with children with learning handicaps are explored.

CR: Equal Opportunity

105 Reading. Research for Better Schools, Inc.

An instructional system designed for individualization of elementary reading. A curriculum developed by sequencing specific reading skills and organizing these skills into units and levels of work.

CR: Individualized Instruction

106 Teacher, Sylvia Ashton, Warner. Dantam, 1967. $.95.

Useful for people concerned with developing a human approach to reading. The author describes her work in a Maori Infant School in New Zealand, stressing an organic way in which kids learn to read from their own key vocabulary.

CR: Individualized Instruction

107 The Excitement of Writing, A. B. Clegg. London: Chatto & Windus. 1966.

A remarkable collection of writing by children from the economically depressed mining communities of the West Riding. Included are some suggestions by the teachers on ways of encouraging good writing that rule out the use of drills and exercises.

CR: Equal Opportunity

108 Teaching the Universe of Discourse and A Student Centered Language Arts Curriculum, Grades K-13, James Moffett. Houghton Mifflin, 1968.

A theory about language arts and hundreds of practical learning activities intended to stimulate student interest and build on student interest.

109 IPI - Mathematics. Appleton-Century Crofts.

A description of the IPI math curriculum program.

110 Freedom to Learn: An Active Approach to Mathematics. Edith Biggs and James MacLean. Addison-Wesley. 1969.

Considered by many teachers in the open classroom to be the best single book on teaching mathematics through the active involvement of students in the open classroom situation. It discusses all aspects of the learning situation, including the arrangement of physical space, role of the teacher, math activities for younger and older students, and keeping track of student progress.

CR: Individualized Instruction

111 Learning to Think in a Math Lab. Manon P. Charbonneau, NAIS, 1971. $2.50.

A mathematical laboratory is a learning environment more than anything else. This booklet not only tells you how to set up a math lab, but also how to stimulate thinking and how to use materials (like geo boards, number lines, scale models). Particularly interesting is a list of exercises that get kids to think about numbers.

CR: Individualized Instruction

112 Curricula Programs of Education Development Center.

1. Physcial Sciences
2. Mathematics
3. Elementary Science Study
4. Social Science New Learning Programs

Both for elementary and secondary classes.

113 "Learning by Teaching: The Mini-Teacher Program", St.Mary Center for Learning.

An experimental account of the students-teaching-students program--including a detailed description of the kinds of courses taught.

114 "For The Tutor"; "Tutoring Tricks and Tips"; "You're The Tutor". National Commission on Resources For Youth, Inc.

A collection of short booklets designed for both students and teachers from K - to high school level and aimed at fostering creativity and motivation in reading and writing based on the personal level and relationship of "tutor and tutee".

CR: Individualized Instruction

115 Teacher-Works-In-a-Box. Teacher Works, Inc. 1972. Write for specific price information.

A group of teachers in Portland, Oregon assemble boxes containing classroom tested projects, stories, games, ideas, and gimmicks. The current box, for example, includes lessons in language and liquid measure, exercises to break down stereotypes of boys and girls, instructions for teaching photography in the elementary school, word golf, arithmetic crossword puzzles, a bulletin board alphabet, a poster, and a balloon. Its makers hope the box will become a permanent exchange for teachers' ideas.

116 Research for Better Schools, Inc.

RBS offers Individualized Prescribed Instruction (IPI) programs in Math, Spelling, Science, Social Education and Computer assisted instruction in a nationwide network of individualized schools. Also offered is an Individualized Learning for Adults (ILA) plus 2 films on its IPI methods Administering for Change Program (ACP) and an Academy for Career Education.

CR: Individualized Instruction

117 Educational Facilities Center

See full description under item 257.

CR: Individualized Instruction

118 Education Exploration Center

The EEC is a clearinghouse for organizations and individuals (parents, teachers, students) which provides resource information on alternative education. As a group committed to humanizing education, they explore alternative methods throughout the country as well as in the Twin Cities area. Their two primary concerns are: (1) Alternative ways of learning--including experimental teaching, open education, street academies, etc., and (2) The need for greater community involvement,

i.e., more positive participation of students, teachers and parents in decision making.

119 Open Education Advisory. Education Development Center.

Open Education Advisory is a consulting service of EDC to schools and communities based on the successful experiences of working with communities throughout the United States.

C. THE COMMUNITY: HOW CAN IT BECOME A CLASSROOM?

It is only within the last fifty years that most of the young people in the United States began to spend a significant amount of time in schools separated from the rest of society. Previously, they learned primarily from observation and involvement in the everyday activities of the community. In various ways, experimental educational programs have recently questioned the notion that learning should be conducted separately from the affairs of society and have tried to make the community their classroom.

Of course, specific types of work-study and on-the-job training experiences have utilized community-based learning for many years. Perhaps the major development within the more recent attempts at community-based education has been to see the community as the setting not only for vocational training but for all aspects of education. For example, students learn about politics by working in political campaigns and conducting neighborhood surveys. They learn to write effectively by describing experiences in the real world, by covering press conferences along with the reporters for daily newspapers.

Some schools, so-called schools without walls, have no conventional school buildings and base most of the learning experiences in the community. Other schools with conventional buildings have learning experiences both within the school and in the community.

Putting a community-based learning program into practice raises difficult problems. Therefore, we have once again emphasized materials describing specific programs of community-based education.

120 The Metro School: A Report on the Progress of Chicago's Experimental School Without Walls. Also reports on The Second Semester and The Third Semester. Urban Research Corporation. 1970 and 1971. Available from Center for New Schools.

Detailed reports on the potential and problems of using the community as the basis for an educational program. See further description under item 54.

CR: Career Education

121 Metro!!! School Without Walls. Rod Nordberg. 18 min. Color, Sound. Rental: Contact Producer.

See description under item 55.

CR: Career Education

122 School Without Walls, John Bremer and Michael von Moschizisker. Holt, Rinehart & Winston. 1972. $5.95.

The founder of the first school without walls describes the philosophy of the Parkway Program and his experiences in starting Parkway within the Philadelphia school system.

CR: Career Education.

123 The City as a Schoolhouse. David W. Cox. Judson Press.

Another book describing the Parkway Program.

CR: Career Education

124 "Inside Out", Jack Robertson.

Includes Parkway, Philadelphia's school without walls. See full description under item 14.

CR: Career Education

125 Hi, School! - Making the Curriculum Relevant, I/D/E/A. 26 min. Color, Sound. Rental: $12.00.

In sequences which vary from a mini-course in television production to an apprenticeship in skeletal reconstruction at a Museum of Natural History, this film examines the concept of the relevant curriculum where the traditional school becomes a "learning headquarters" from which students go out into the community to acquire education.

CR: Career Education

126 Urban Experience Education: A Halfway House For School's Without Walls. St. Mary Center for Learning. $1.25.

A detailed account of the attempt to use the School's immediate environment as a learning experience and a tool for relating the student's educational training with her interests and career objectives. Included in the account are the steps in designing the program, the specific goals, and evaluation results.

CR: Career Education

127 Open Spaces, Open Spaces, Inc. Free.

Non-curriculum guide to places and ways of exploring outside.

CR: Career Education

128 Yellow Pages of Learning Resources, Richard Wierman. (ed.) Group for Environmental Education. $1.95.

This is an imaginative and useful guide for school-age children (and teachers) on how to use the city as a classroom. 83 alphabetically arranged categories from airports and banks to voting places and zoos are covered. Simply written.

CR: Career Education

129 Public Art - Chicago: Interfacing with The City, St. Mary Center For Learning.

This manual is a direct account of how the city was used as a classroom in public art - "Which looks beyond the personal easel experience to the broader life experience". Murals on city walls are the most common form of expression described. Some art history background of city mural paintings is also provided. Useful in art classes in city schools.

CR: Career Education

130 "Your City Has Been Kidnapped", Ron Jones. Zephyrus.

An imaginative and useful magazine/book suggests ways for urban students to get to know their city - to investigate, see, explore and role play in the streets of any city. Useful in the kinds of questions it asks, and in the activities of self-education that the book encourages and promotes.

CR: Career Education

131 Finding Community: A Guide to Community Research and Action. W. Ron Jones. Freel and Associates. 1971.

A useful detailed guide to studying your local community from the perspective of trying to change it. Sections on such topics as education, business, welfare, health, police, etc. each contain an "indictment" detailing shortcomings, a list of related readings, a series of specific survey forms for pinpointing problems in your own community, and a description of some alternative ways of doing things that might be created through community action.

CR: Career Education

132 You Are An Environment, Center for Curriculum Design. $2.00.

This booklet develops a planetary perspective within which to pursue education in interaction with the environment rather than in detachment from it. A book for educators at all levels, of particular value for pre-service and in-service teacher training.

CR: Career Education

133 Environmental Education / Facility Resources, Educational Facilities Laboratories. $2.00.

A report describing programs that use the school site, adding and recycling space, for an environmental education program. For example the Boiler Room of the school with the Custodian as teacher. They also go into how to use the community, regional centers, residential co-ops, businesses, etc. as learning experiences.

CR: Career Education

134 Our Man-Made Environment Book Seven. Group for Environmental Education. 1970.

A large graphically illustrative book for intermediate students. Concepts on the environment are presented through problem-solving exercises related to four basic questions. Other answers come from the student's own personal experiences particularly outside the classroom.

CR: Individualized Instruction, Career Education

135 Education Exploration Center

See full description under item 118.

CR: Career Education

D. ENCOURAGING EMOTIONAL DEVELOPMENT

Many of the films and publications cited in other parts of this catalog deal with the importance of emotional development. For example, many past difficulties in translating plans on paper into real programs can be traced to attitudes and values with a strong emotional or "affective" component. Thus, like the other major issues this catalog addresses, planners should consider the process of encouraging emotional development as an integral part of all aspects of the formal and informal functioning of the school, and not merely limit it to a few specialized courses or counseling sessions.

This broader orientation to the place of emotional development in schools is reflected in the resources listed in this section.

136 Reach, Touch, and Teach. Terry Borton. McGraw-Hill, 1970.

Based on several years of practical experience working with kids in the Philadelphia Public Schools, Borton's book describes an approach to teaching that emphasizes emotional development and describes how this emphasis can become part of all aspects of a school's learning program.

137 Fantasy and Feeling in Education. R. M. Jones. New York University Press, 1968.

Jones criticizes many of the new directions in educational curriculum for failing to emphasize emotional development and suggests ways of making such an emphasis part of changes in education.

138 A Model for Developing Relevant Curriculum. Mario Fantini and Gerald Weinstein, Praeger Press, 1970.

A useful discussion of ways to develop a relevant learning educational program with strong emphasis on emotional growth.

139 Teaching Human Beings 101 Subversive Activities for the Classroom, Jeffrey Schrank. Beacon Press. 1972. $3.45.

A composite book of the author's own text as well as annotated bibliography, multi-media resources, and simulation games which can be used in the classroom to stimulate people to learn and to understand their condition in society. "Shrank wants to help kids unlearn the stultifying myths and misconceptions about themselves and their culture that schools have instilled for years." A useful book for teachers and curriculum planners.

140 Affective Education Development Program. Philadelphia Public Schools, Philadelphia, Pa.

A program with almost a decade of experience in integrating concerns about emotional development into school programs. They have available a variety of films, articles, and curriculum materials describing their work.

141 Toward A Psychology of Being, Abraham Maslow. Van Nostrand, 1968.

A comprehensive statement of Maslow's viewpoint about human psychology, which has been a key source of ideas for educators emphasizing emotional growth.

142 "Some Educational Implications of the Humanistic Psychologies", Abraham Maslow, Harvard Educational Review, 1968.

One of the key figures in "humanistic psychology" discusses its relevence to teachers and learning.

143 Values Clarification - A Handbook of Practical Strategies for Teachers and Students, Simon, Howe, & Kerschenbaum. Hart. 1972. $3.95.

A handbook of 79 exercises for teachers and students that encourage the discussions of values on a variety of topics. Each exercise has a defined purpose and procedure for the teacher to use. Extremely interesting and valuable tool.

144 Taxonomy of Educational Objectives: Affective Domain, David Krathwohl, et al. McKay, 1964.

An extension of the work of the psychologist Benjamin Bloom in which the affective or emotional domain is analyzed in terms of measurable objectives.

145 Learning to Work in Groups., Matthew Miles. Bureau of Publications, Teachers College, Columbia University, 1959.

A book of practical techniques for planning and conducting humanistic group meetings.

146 "Affective Education and Group Counseling", St. Mary Center for Learning.

The role of sensitivity, encounter, and other interactional groups in creating an effective learning environment.

147 The Authentic Teacher: Sensitivity and Awareness in the Classroom. Clark E. Moustakas. Basic Books.

Emphasizes the need for spontaneity and true human relationships in the learning process.

148 Personalized Teacher Education Program. The Research and Development Center for Teacher Education.

PTED is a program designed to educate the student teacher emphasizing interaction relationships rather than curriculum materials. It sees the teacher developing as he or she helps students develop.

E. CAREER EDUCATION: WHAT DOES IT MEAN? HOW CAN IT BECOME PART OF A NEW LEARNING PROGRAM?

The resources listed below are based on the recently developed idea of "career education". In other words, they begin by assuming that the exploration of career possibilities and preparation for a career should be an integral part of the educational program of all children from grades kindergarten through 12. This notion runs counter to the concept of vocational education, which, in practice, was targeted primarily for "non-college-bound students" and focused largely on providing courses in specific vocational skill areas.

Several of the publications listed raise difficult questions that career education must face in order to translate rhetoric into effective learning programs. Most other resources describe plans, experiences, or materials for carrying out a particular approach to career education. Since the concept of career education is quite recent, we have not been able to base the selection of most resources in this section on reports from people who have actually used these materials in school planning and programs. Feedback from planning groups will allow us to refine our career education listings in subsequent editions of the catalogue.

149 Education and Jobs: The Great Training Robbery. Ivan Berg. Praeger, 1970.

A critical analysis of the limited approach to vocational education as it is currently practiced, including the lack of relationship between the training offered and the jobs acutally available in the society.

CR: Career Education

150 Work In America. Health, Education & Welfare publication.

The study team advances a number of reasons why they found most existing vocational education programs virtually useless. They then go on to examine possible roles that a vocational or career education program might play in public school education. Presents a number of compelling arguments that should be considered by those planning career education programs.

CR: Career Education

151 Social Accounts. Center for Social Organization of Schools

The Social Accounts program examines how a student's education affects his future employment and how education results in different vocational outcomes for blacks and whites. Write for information on specific publications.

CR: Career Education, Equal Opportunity

152 "The Choice Is Yours", Swank Motion Pictures, Inc. Color

A film made in 1971 as part of Regional Industrial Development Corporation's St. Louis Career Education Plan. Directed toward teachers and students to show the alternatives provided for a career through vocational-technical education.

CR: Career Education

153 Career Education: An Idea Book. Don James. Portland, Oregon Public Schools.

Alternatives for career education helpful to planning groups deciding how to structure career education as part of an educational program.

CR: Career Education

154 "Curriculum, Relevancy, and Work", Mortimer Kreuter and Lawrence J. Barnett. ERIC. ED 020-311.

A design to a cooperative school-industry programs which concentrates on both academic and occupational education in an industrial setting.

CR: Career Education

155 Cooperative Work Experience. Coordinators' Manual. The Oregon Board of Education. 1972.

A manual to serve as a guide for teachers, coordinators, counselors, parents and community leaders who want to establish cooperative work experiences between industry and the classroom. It outlines factors which need to be considered in planning a cooperative work program, steps to be taken in the planning, and the responsibilities of students and staff to cooperating organizations.

CR: Career Education

156 Central Texas College.

Developing career awareness for Spanish surname people.

CR: Career Education, Equal Opportunity

157 Career Education - What Is It and How To Do It, Kenneth B. Hoyt, Rupert N. Evans, Edward F. Mackin, and Garth L. Maragum. Olympus Publishers. 1972.

This book provides a discussion of the factors that have to be considered in developing a career education program. Gives how-to-do-it implementation steps. A bibliography is also included.

CR: Career Education

158 Career Education, Olympus Research Corporation. National Audiovisual.

A slide show with tape and printed script, describing a broad career education concept. It shows 15 occupational clusters with examples of jobs in each. It could be useful to planning groups trying to develop career education or career awareness programs.

CR: Career Education

159 Illinois Curriculum Management Center.

The Center is identifying and bringing together the necessary resources, information and materials, to provide technical assistance to curriculum development in Vocational, Technical, and Career Education.

CR: Career Education

160 American Institutes for Research Centers for Research and Evaluation in Application of Techniques in Education.

Career Education curriculum development for orientation and exploration with grades 7-9. Career education curriculum development for awareness in grades K-6.

CR: Career Education

161 Center for Educational Studies-Faculty of Education Eastern Illinois University.

The center is working with curriculum materials which are intended to provide a comprehensive awareness of career education. The center has developed an extensive bibliography of career education publications.

CR: Career Education

162 Technical and Industrial Education Department. Southern Illinois University.

Career Education project for children in grades K-8.

CR: Career Education

163 C.A.P.S. Department of College Education, University of Maryland.

Career Education for Gifted and Talented students. Also has developed guidelines for curriculum development.

CR: Career Education

164 Winston Churchill High School.

Development of a pilot career cluster curriculum for all students in a high school oriented toward college preparation.

CR: Career Education

165 Center for Vocational, Technical and Adult Education.

The center has been analyzing different aspects of present school curriculums in order to determine appropriate and complete approaches to Career Education.

CR: Career Education

166 Authentic Basic Life Centered Education Program. Northern Illinois University.

A career education program for elementary school students.

CR: Career Education

F. FACILITIES

New physical environments don't create new learning programs. An open carpeted space can be divided into traditional classrooms with walls that may be invisible to the visitor but are very real to children and teachers. On the other hand, once a commitment to change a learning program has been made, and the necessary human reorganization of the school is underway, changes in physical space can be carried out that will support the desired change.

This section directs you to some ideas about changing physical space for new learning programs. The emphasis is on the remodeling of buildings and the ways in which new physical environments can be created at minimum cost. Included are many suggestions for changing the conventional classroom by making simple furniture and learning materials yourself.

167 Schoolhouse Newsletter. September 1972. No. 8. Educational Facilities Laboratory.

The EFL Newsletter aims to help schools with designing and utilizing imaginative physical settings to further and support fundamental changes in schools.

168 "The Inspired Learning Space", by Ben E. Graves. Educational Facilities Laboratory. AIA Journal. February 1972. Free.

An article on how to create new learning environments out of old buildings, such as a warehouse or supermarket, that are both dynamic and effective.

169 Room To Learn, Educational Facilities Laboratory. 22 min. Color. Sound. Rental: Free.

A film of the Early Learning Center of Stamford, Connecticut where the principles of open education have affected the physical environment of a specially designed building for pre-schoolers.

170 Tomorrows Schools: Images and Plans. National Association of Secondary School Principals. 30 min. Color, Sound.

A film explaining a model for tomorrow's schools, which tries to put learners at the center, surrounded by a triangle of people, programs, structure.

CR: Individualized Instruction

171 "Modernization", Ben E. Graves. Educational Facilities Laboratories, Inc.

"Repair or Replace: Here's How to Decide" by Ben E. Graves. Reprint from American School Board Journal, April 1972.

Both articles are concerned with modernizing school facilities to meet the needs of educational change and reform.

172 Approximation No. 1 - A Classroom For Young Children, Leitman Churchill. Education Development Center. $1.00.

Here is a booklet that contains a list of materials useful for Head Start, Pre-School and elementary classrooms. Photographs and diagrams help the reader visualize what the classroom is like. It gives floor plans and sketches with which parents can make pieces of equipment for the classroom, musical instruments, balance scales, easels, etc.

173 Schools Without Walls. Educational Facilities Laboratory, 1965. Free.

Examples in print and photographs of schools that provide unbroken space, containing from three to five regular size classes and their teachers. This is a new concept in school design without the usual halls, bells, partitions, and compartments that usually divide students from their learning.

174 Educational Change and Architectural Consequences. Educational Facilities Laboratory. 1968. Free.

Four school designs are suggested (pre-primary, primary, middle, and secondary) as a stimulus to open up the options in school design. They state "Too many of our schools still stand as handicaps to new programs and new thinking in education".

175 Making Things to Learn. Education Development Center. 11 min. B&W, Sound. Rental: $10.

Teachers about to begin teaching in the open classroom make materials that are later shown in use in a variety of Boston schools.

176 "An Interview with Bruce Whitmore", Education Development Center. $1.00.

A discussion with an imaginative teacher of 5th & 6th grades, in which he discusses the many of the practical problems of setting up materials-centered classroom.

177 "On Selecting Materials for the Classroom", Roland Barth. Childhood Education. Vol. 47, No. 6, March, 1971.

The author suggests and discusses five criteria for the selection of materials in an open classroom.

178 Farallones Scrapbook, Farallones Design. 1971. $4.00.

Manual of making places and changing spaces. A how-to-do book of ways to change classrooms, playgrounds, and variety of living/learning places. Well illustrated.

179 Building With Tubes: Building With Cardboard, Education Development Center. $.60 each.

Illustrated pamphlets showing how to make such common and useful classroom furniture such as stools, chairs, tables, shelves, drums, musical instruments from cardboard and from cardboard tubes. It could be used by teachers, parents or the students.

180 Materials: A Useful List of Classroom Items That Can Be Scrounged or Purchased. Education Development Center. $.50.

A 17-page list of free or inexpensive materials to use in the classroom.

181 Advisory For Open Education. $.60 average cost/pamphlet.

This group focuses on alternative schools and has published booklets on cardboard carpentry, building with junk, etc. Catalogue is available.

182 Educational Facilities Center.

See full description under item 257.

183 Educational Facilities Laboratory.

A major source of new ideas for school and classroom design. Send for a list of their publications in addition to those described in this catalogue.

IV. EQUAL EDUCATIONAL OPPORTUNITY

Resources related to equal educational opportunity are listed in this section, but many listings are cross-references referring the reader to other parts of the manual. Like other key topics to be addressed in the planning process, the effort to provide equal opportunity touches every aspect of the formal and informal operation of the school and cannot be addressed in isolation. Individualizing instruction, developing relevant career education, fostering emotional development, etc. can't be separated from issues of equal opportunity in a successful planning effort.

If one thinks of the effort to provide equal educational opportunity as an attempt to give each child a maximum opportunity to develop his or her potential, then it is closely related to such topics as race, ethnic group, economic background, sex, handicaps, giftedness, and special talents. The entries compiled for this edition of the resource catalogue focus primarily on the relationship between equal opportunity and race, ethnic group, and economic group. Subsequent editions will contain more complete listings related to handicaps, giftedness, special talents and sex.

184 The Autobiography of Malcolm X. Grove Press.

See complete description under item 19.

CR: Equal Opportunity

185 That's Where I'm At, Polymorph Films. B&W. Sound. 20 min. Rental: $20.

Filmed in Roxbury, Massachusetts, this is a personal reminiscence by a black artist of the images and feeling of his childhood. It is a chance to understand what a black man's experience were while growing up and an excellent starting point for discussion of being black, growing up in a ghetto and how some problems we all face are personal and unique, regardless of our backgrounds.

CR: Equal Opportunity

186 Down These Mean Streets, Piri Thomas.

See complete description under item 17.

CR: Equal Opportunity

187 A Bibliography on Hispano American History and Culture, Illinois Commission on Human Relations.

A bibliography on Hispanic history and culture with selected readings on Puerto Ricans and Chicanos.

CR: Equal Opportunity

188 The South Goes North: Children of Crisis, Volume III. Robert Coles. Atlantic Monthly Press, 1967. $12.00.

Based on extensive interviews and day-to-day personal contact, Coles describes the lives of families and especially children (both black and white) who have moved from the South to four Northern cities. Coles is a master at portraying the relationship between children's total life experience and their schooling.

CR: Equal Opportunity

189 How's School Enrique? Learning Garden.

See complete description under item 21.

CR: Equal Opportunity

190 The Me Nobody Knows, Samual Joseph. Avon, 1969.

Writings of black grade school children about themselves and their world.

CR: Equal Opportunity

191 Teachers and the Children of Poverty, Robert Coles.

See complete description under item 15.

CR: Equal Opportunity

192 Letter to a Teacher. The Schoolboys of Barbiana.

See complete description under item 5.

CR: Equal Opportunity

193 Mexican-Americans in School, Thomas Carter.

See complete listing under item 18.

CR: Equal Opportunity

194 A Possible Reality, Kenneth B. Clark. Emerson Hall, 1972. $5.95.

A well-known black educator offers a detailed plan for developing high achievement in inner city schools. Rejecting various explanations of school achievement that lay the blame on the child and family, Clark argues that it is primarily the low expectations of inner city children held by teachers and by the school as an institution that create low achievement. He then describes step by step how this pattern can be changed.

CR: Equal Opportunity

195 I Ain't Playin No More, Education Development Center.

See complete description under item 51.

CR: Equal Opportunity

196 Southern School, WTTW TV Educational Action Fund. 17 min. Color. Rental: $20.00.

Depicts an independent school serving poor white children in the Uptown section of Chicago.

CR: Equal Opportunity

197 What Black Educators are Saying, Nathan Wright, Jr. (ed.).

See complete description under item 20.

CR: Equal Opportunity

198 The First Day, Education Development Center.

See complete description under item 52.

CR: Equal Opportunity

199 Open Door, Thackray, Chaudhry, Grimes.

See complete description under item 87.

CR: Equal Opportunity

200 "An Interview with Pat Hourihan", Education Development Center.

See complete description under item 88.

CR: Equal Opportunity

201 Choosing to Learn, Educational Development Center.

See complete description under item 92.

CR: Equal Opportunity

202 So Slow to Learn. WMAG-TV.

See complete listing under item 104.

CR: Equal Opportunity

203 The Excitement of Writing, A. B. Clegg.

See complete description under item 107.

CR: Equal Opportunity

204 Bilingual Schooling in the U.S. Vol. 1 & 2. Anderson & Bayer. Southwest Educational Development Laboratory.

Specific ideas for bilingual education.

CR: Equal Opportunity

205 The Multi-Culture Institute.

The Institute offers an educational program in which students spend part of their time working with members of their own ethnic group studying their own ethnic culture (Black, Chinese, Irish, Italian, Jewish, or Latin) and part of their time in multi-ethnic classes, some of which are devoted to presentation and sharing of the findings of the ethnic study groups. Write for current articles on the program and program descriptions.

206 Project ADAPT.

Project ADAPT (Appreciating Differences Among People and Things) is a program in intercultural understanding designed to develop attitudes of openness and appreciction for new people and new experiences. Materials are developed for K-6. Taught by volunteers with classroom teacher reinforcement throughout the week. Cooperative effort among community public schools and higher education is one of ADAPT's strongest aspects.

CR: Equal Opportunity

207 You Are Unique, Cedar Rapids Community Schools. $3.00.

A manual of lessons that deal with inter-cultural differences. Companion piece to Project ADAPT.

CR: Equal Opportunity

208 Books of Interest To Black Children, Institute for Program Development in Equal Educational Opportunity.

A bibliography of books of proven interest.

CR: Equal Opportunity

209 The Education of the Minority Child, Integrated Education Association. $3.95.

A comprehensive bibliography including entries on Lation, Black and Indian Children.

CR: Equal Opportunity

210 Integrated Education - A Report on Race & Schools. (periodical) Integrated Education Association.

Articles on race, schools and related topics. Each issue includes a bibliography. Reports on school developments affecting Black, Indian and Spanish-speaking children.

CR: Equal Opportunity

211 "The Schools and Equal Opportunity", Mary Jo Bane and Christopher Jencks.

See complete description under item 10.

212 Inequality in Education, Center for Law and Education. $6.00 per year (Quarterly).

Deals with inequality in education through a series of short articles that are generally very simply and directly written and free of educational and legal jargon.

213 Racial Isolation in the Public Schools, Volume I. U.S. Commission on Civil Rights. 1967.

A well-known report analyzing the differences in school achievement between white and black and rich and poor students, documenting the failure of "compensatory" education programs to close that gap, and describing (with case studies) various approaches to school integration.

214 "The Unfinished Education", U.S. Commission on Civil Rights, Washington, D.C.

Particularly useful for bilingual and Spanish-speaking schools in the U.S.

CR: Equal Opportunity

215 Resources for School Change, Volumes I and II. Educational Change Team.

See complete description under items 60 and 61.

V. EVALUATING NEW LEARNING PROGRAMS

Prevailing approaches to evaluation have been of little use in improving the quality of education. As one respected writer about evaluation observed, evaluation is usually "something required from on high that takes time and pain to produce but which has very little significance for action".

Each of the entries in this section describes an approach to evaluation that attempts to make evaluation more relevant to teachers and students and to the direct improvement of education. These approaches vary widely. Some plans emphasize detailed specification and assessment of behavioral objectives, while others place greater emphasis on techniques of wide-ranging participant observation developed in anthropology. The final entries describe attempts to apply such ideas in recent evaluations of new learning programs.

216 Handbook of Formative and Summative Evaluation of Student Learning, Benjamin S. Bloom. McGraw-Hill, 1971.

A clearly written discussion of the ideas and the educational practice of providing individualized instruction by specifying measurable objectives for student learning. Individual chapters deal with specifying objectives in specific curriculum areas like language arts, science, literature, etc. An excellent clear statement of this point of view.

CR: Evaluation

217 Goal Analysis. Robert F. Mager. Fearon Publishers, 1972. $2.95.

Another clearly written down-to-earth book by Mager about how to "know one when you see one". "Goal analysis is a procedure useful in helping you describe the meaning of the goals you hope to achieve, whether these goals deal with attitudes, appreciation, or understandings". Also see Preparing Instructional Objectives by Mager, which is described under item 68.

CR: Individualized Instruction; Evaluation

218 Instructional Objectives Exchange.

A source of information about specific sets of educational objectives and related activities that have proven successful for teachers.

CR: Evaluation

219 Educational Evaluation and Decision Making, Daniel L. Stufflebeam, et al. Peacock Publishers, Inc., 1971. $8.00.

Most teachers and administrators have found the results of evaluation to be of little use in improving their programs. Stufflebeam looks in detail at the relationship of evaluation and decision-making and proposes an approach to evaluation aimed at making it a useful part of the decision-making process in the school. Detailed guidelines are suggested for carrying out this approach.

CR: Evaluation

220 Evaluation in Education: A Practicioner's Guide, John M. Gottman and Robert E. Clasen. Peacock Publishers, Inc., 1972. $5.95.

Designed to teach specific skills in an evaluation process: carrying out a needs assessment, developing measurable goals, planning programs to achieve these goals, and making decisions about how to evaluate the program.

CR: Evaluation

221 Evaluation as Feedback and Guide, Association for Supervision and Curriculum Development. National Education Association, 1967.

Describes an approach to evaluation which stresses generating information that participants in an educational program can use to improve it, rather than on evaluation as a final judgment of a program's success or failure.

CR: Evaluation

222 "Innocence in Education", Benjamin Bloom. School Review, May 1972.

Bloom reviews some of the key research that has been done in education in the past decade and notes some important myths about teaching and learning that have been swept away. This discussion provides important input for decisions about what should be evaluated in a new learning program.

CR: Evaluation

223 How Effective is Schooling? A Critical Review and Synthesis of Research Findings. Harvey A. Averch, et al. Rand Corporation, 1972.

This study reviews four approaches to research and evaluation in education that might be helpful in your own evaluation planning.

CR: Evaluation

224 The Experimental Schools Program

The Experimental Schools Program is funding five large-scale educational experiments which include extensive evaluation. Write to obtain information about latest versions of plans for evaluating specific projects and other materials about evaluation.

CR: Evaluation

225 "Strengthening Alternative High Schools, Center for New Schools. Harvard Educational Review, August 1972.

Using research on decision-making in an alternative high school as an example, the writers describe an approach to the evaluation of new learning programs that deals with the total school as a social organization and that places heavy emphasis on the use of "participant observation" techniques from anthropology.

CR: Evaluation

226 Qualitative Methodology, William J. Filstead, Ed. Markham, 1970.

A well-selected book of articles designed to introduce a person to the use of participant observation. The participant observation approach has proved extremely useful in studying experimental and alternative schools.

CR: Evaluation

227 Issues in Participant Observation, George McCall and S.L. Simmons. Addison-Wesley. $5.95.

Another excellent selection of articles on participant observation designed as an introduction to the field.

CR: Evaluation

228 We Are The Legitimate Evaluators, The Federation of Boston Community Schools, Inc., 1972.

After disappointing results with outside evaluators, this federation of alternative schools decided that they themselves were best qualified to plan and carry out an evaluation of their program. They describe their rationale and plan for this self-evaluation.

CR: Evaluation

229 "Some Overlooked Implications of the Purpose: To Provide Data for Decision-Making", Thomas E. Hutchinson, University of Massachusetts at Amherst.

A rationale for heavy emphasis on self-evaluation in the evaluation process.

CR: Evaluation

230 Analysis of an Approach to Open Education: Interim Report, Anne M. Bussis and Edward A. Chittenden. Educational Testing Service, 1970. Free.

Using a participant observation approach, the evaluators document the work of an advisory group working with teachers who are trying to develop open classrooms. This report is extremely useful, not only as an example of an approach to evaluation, but also because of its comments on the nature of open education.

CR: Evaluation

231 "A Model for Data-Based School Improvement", Jerry Fletcher, 1972. Contact author for copies.

Some of the problems encountered when a researcher tried to help an experimental school develop by gathering useful evaluative information and helping people use it in making decisions.

CR: Evaluation

232 Proposal for Completion of Research on the Development of An Alternative High School. Center for New Schools, November 1971.

Describes the plan for the evaluation of Metro High School in Chicago, which combines the use of observation techniques from anthropology with the use of formal interviews and paper and pencil testing.

CR: Evaluation

233 Affective Education Development Program: Research Report 1970-71 and Evaluation Report 1971-72. Wendy Gollub. The Affective Education Development Program.

Two evaluations of programs in the Philadelphia public schools seeking to foster emotional development. The evaluator took great care in developing measuring instruments appropriate for the goals of the program. Both the instruments themselves and the evaluator's comments on their shortcomings are of great interest.

CR: Evaluation

234 Philadelphia's Parkway Program: An Evaluation. Organization for Social and Technical Innovation, 1972.

An evaluation of the first school without walls with a primary emphasis on the way Parkway's students, parents, teachers, interns, and participating institutions view the program.

CR: Evaluation

235 CIRCE.

CIRCE is a Center focusing on the evaluation of educational programs. A bibliography of material on evaluation which has been written by CIRCE staff members is available from them, as well as copies of most of the papers listed. In addition, CIRCE staff members may be able to work directly with planning groups to help them develop evaluation programs. The possibilities for providing such assistance, however, are reviewed on an individual basis.

CR: Evaluation

VI. ADDITIONAL RESOURCES FOR PLANNING GROUPS

The resources listed here fall into four main categories: general information about changing schools, organizations that can help, useful periodicals, and film distributors. The information or services they offer don't fit neatly into one of the more specific earlier sections, but, like the earlier listings, they have been carefully selected from among hundreds of possibilities. Often, bibliographies, catalogues, or program descriptions available free from these sources will yield extensive information on a specific topic that we can't possibly cover in depth in Planning for a Change.

236 A Consumer's Guide to Educational Innovations, Council for Basic Education. $2.50.

Primer on the wide spectrum of "bewildering array of new and refurbished ideas" for school change. Capsulizes and evaluates everything from the alternative school and "deschooling" movements to micro-teaching, the New English and the voucher plan.

237 How to Change the Schools, Ellen Lurie. Vintage.

This book offers some good checklists and sample questionnaires for people interested in organizing a community around educational issues and deciding what changes they would like to see in them.

238 Finding Community: A Guide to Community Research and Action. W. Roy Jones. Freel and Associates, 1971.

See full description under item 131. The section on education contains ideas and specific survey forms that might be useful in studying your school.

239 Doing Your Own School: A Practical Guide to Starting and Operating a Community School, The Great Atlantic & Pacific School Conspiracy. Beacon Press. 1972. $5.95.

Participants from three schools - The Learning Place in San Francisco, The Group School in Cambridge, Massachusetts, and The East Harlem Block School in New York City wrote this guide for parents and community groups on how to start an elementary school based on their own and others' experience. The result is a comprehensive study which deals specifically with problems of goal definition, school governance, parent involvement, school staffing, curriculum approaches, fund-raising, etc. A case for parent control and a list of resources concludes this compact useful guide.

240 "Community and the Schools", Harvard Educational Review, 1969.

This is a collection of articles discussing the relationship of schools to their communities from both a theoretical and practical perspective of actual programs that have attempted to develop effective community relationships.

241 Alternative High Schools: Some Pioneer Programs. Education Research Services. No. 4. 1972. $3.00.

A report on alternative programs in 47 schools in both large urban areas and small town communities across the country. Included are a bibliography and index to the programs, student and program evaluation forms, responses of colleges, state departments of education and regional accrediting associations.

242 Educational Research Service.

A service for administrators and education planners which provides studies, reports and information on specific problems, policies, practices and current educational trends on a nation-wide level. Publications include:

(1) ERS Circular (7-8/yr). In-depth reports on evaluation methods and policies of administrators, teachers, human relations staff, student involvement and alternative programs in schools.

(2) ERS Information Aid. Brief accounts on more specific issues, e.g. school size and local experiments in free-form education, budget planning, etc.

(3) Subject Index to materials of ERS.

(Each is individually priced.)

243 Alternative Schools. National School Public Relations Association. $4.00 each; $3.60 (2-9); $3.20 (10 or more).

A descriptive factual guide on a wide range of alternative schools, such as schools without walls, mini-schools, elementary alternatives, schools for drop-outs or student with special problems, open schools and schools for racial or ethnic groups. Included is a section on advice for starting an alternative school as well as evaluation processes.

244 National School Public Relations Association.

Publishes a variety of materials about current issues and events in education. Perhaps most useful to planning groups are a series of Education U.S.A. Special Reports. They are clearly written factual accounts about such topics as Individualized Instruction, Individually Guided Education, Informal Education, Alternative Schools, Environment Education, Reading, etc.

245 Education Development Center

A 15-year old non-profit private corporation which has been a leader in curriculum reform and institutional development in the U.S. and abroad. More recently its more than 20 projects include pre-service and in-service teacher training, community support for educational programs and school change. Among its resources are workshop and consultant services and a distribution center for films and publications. Write for further information.

CR: Individualized Instruction

246 Institute for Development of Educational Activities

I/D/E/A has developed a comprehensive approach to change in elementary learning programs and school organization called Individually Guided Education. (IGE). It produces and distributes films and written materials related to IGE and to other alternative educational approaches and will direct a school to agencies and other organizations that work directly with schools to help implement the IGE approach.

CR: Individualized Instruction

247 Research for Better Schools.

Research for Better Schools distributes a number of publications concerning Individually Prescribed Instruction and other approaches to individualization and school change, including an extensive bibliography about individualized learning.

CR: Individualized Instruction

248 Institute for Program Development in Equal Educational Opportunity.

The EEO Institute is designed to offer full professional assistance to school districts engaged in the process of providing equal educational opportunity and desegregation. The Institute helps to identify problems and provides in-service training programs in staff development, curriculum innovation, teaching strategies and cooperation between schools and communities.

CR: Equal Opportunity

249 Center for Urban Education 1972 Catalog of Publications.

A variety of useful publications are listed ranging from community planning, compensatory education, desegregation, educational innovation. Also film on children and schools in cities. Films available from Association - Sterling Films, 866 Third Avenue, New York, NY 10022.

CR: Equal Opportunity

250 Educational Solutions, Inc.

This group provides specialized seminars and materials in reading, math and foreign languages. Also available are individual consultancies and educational films.

251 National Consortium for Alternatives in Education. Educational Alternatives Project.

A coalition of people interested in alternative schools. They publish a newsletter called Changing Education, which contains information about specific alternative schools and issues related to their development, and holds national and regional workshops.

252 The Teacher Center.

Provides assistance in designing and making inexpensive curriculum materials with an emphasis on the participation of teachers, parents and students. Assists people in carrying out open classroom approaches to education.

253 Open Education: A Sourcebook for Parents and Teachers, Ewald B. Nyquist and Gene R. Hawes. (eds.) Bantam Books, 1972. $1.95.

A recent and comprehensive survey and examination of open education- its philosophy, history and specific application in the classroom, curriculum as well as its implications for society. This compilation of essays by various "experts" give accounts of open education experiences throughout the United States as well as comparative British situations. Included at the end is a useful annotated bibliography and resource listing.

254 The Integrated Day Workshop.

See full description under item 96.

255 National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109.

Many good books and pamphlets on the British open classroom/integrated day and how the approach can work in the U.S. Also hold a series of summer workshops across the country to help teachers interested in starting the integrated day. Write for a publications list and workshop information.

256 High School Student Information Center.

Run by high school age people interested in providing information about needed changes in high schools, student rights, and high school organizing tactics.

257 Educational Facilities Center.

EFC is a central resource facility where educators can view and evaluate a variety of learning approaches, programs, equipment and furnishings. EFC also operates an open plan "school" for students selected from both public and non-public private schools in Chicago, provides workshops

and seminars for teachers and administrators, and designs a customized inservice program on open plan techniques, individualized instruction, and team planning approaches to meet the needs of a specific school or district. An Idea Center is currently being developed to house reference materials and multi-media resources. Open to the public.

CR: Individualized Instruction

258 Educational Facilities Laboratory.

EFL stresses creative environments inside old buildings which foster learning. Their bibliography contains many listings of free and inexpensive reports, articles, books, films, etc.

259 "Sowing the Seeds", High School Student Information Center.

A well-organized manual on high school organizing strategies by and for high school sutdents.

260 Education Exploration Center.

See full description under item 118.

261 Living - Learning Center

A service/learning unit of the University of Minnesota designed to assist students, faculty and community people, individually or as small groups to develop and carry out projects in the community. Their educational resources project and alternative education project are concerned with fundamental changes in the educational system. Ms. Lois Becker on staff at the Center, is particularly interested in parent and community involvement with schools and the dynamics of these relationships. Ms. Becker is interested in assisting and corresponding with persons regarding parental involvement in planning of alternative educational programs. Write for information.

262 Wisconsin Coalition for Educational Reform.

This coalition works as a union of parents, teachers and students to build an awareness of the urgency for educational reform as well as the possible alternatives to the present educational system. Among their publications are A Student's Book (materials for student organizing and listing of students' legal rights) $1.50 and a booklet on Parents Rights (.25).

263 Center for Curriculum Design.

See full description under item 62.

264 ERIC Clearinghouse on Media and Technology.

An information system disseminating educational research results, and other resource information that can be used in developing more effective education programs.

265 Free-Schooling America. Jack Douglas. Alternate Schools Publications.

A brief but useful annotated bibliography of newsletters, journals and informal publications put out by Alternate Schools nation-wide.

266 Source Collective Catalogues. 1971. Swallow Press. Chicago.

Written from a radical perspective, this series of information and resource catalogue focus on specific areas, e.g. communications, communities, economics, justice/repression. They contain many possible resources for new learning programs.

267 Resources for School Change III: A Manual on Issues and Strategies in Resource Utilization. Educational Change Team.

Part III of a series of manuals which provide resource and technical aids to education planners of change in high schools. Comprehensive and academically written.

268 Curriculum Materials Clearinghouse.

Disseminates innovative curriculum ideas, information and materials that would not otherwise be widely available. Write for information.

269 Educational Products Information Exchange Institute.

EPIE attempts to act as a Consumer's Union for educational materials. They publish a newsletter called EPIEgram and in-depth reports on specific areas (individualized instruction, early learning, career education). They will also do research for people with individual questions ("What has been the experience of other schools with XYZ math program?"). Write to obtain detailed information and their services and costs involved.

270 Instructional Objectives Exchange.

See complete description under item 218.

271 Zephyrus.

Generates a wealth of educational materials and ideas - posters, teaching materials, a periodical called Zephyrus - all of which are based on the ideas and contributions of teachers across the country. One useful service is a box containing a great variety of their materials. Write for more information.

272 Teacher-Works-In-A-Box.

See full listing under item 115.

273 Saturday Review of Education, $12 per year (monthly).

Well-written articles on a variety of education issues. Recently expanded to become a full magazine rather than a monthly supplement.

274 Media and Methods (periodical). $7 for 9 issues.

Articles on the applications of media in the classroom. Geared to the public school teacher.

275 "The School as a Community", Theory in Practice, Vol. 11, No. 1. $1.50.

A comprehensive discussion of the school as a learning community. It covers such topics as teacher and student participation, the high school culture from an ecological perspective, community school organization, school governance and the role of the principal. Essays are for educators/planners and come from a wide variety of sources and experiences.

276 Theory into Practice, Ohio State University.

Each issue has a special topic focus. Write for listing of these special issues from which you can select any issues that might be useful to your group.

277 Inequality in Education, Center for Law and Education. $6.00 per year. (quarterly).

See complete description under item 212.

278 Centerpeace (newsletter). $3/year.

A group in the Boston area that tries to establish communications between free school and public school people through the sharing of specific useful ideas. The publication Centerpeace, is a newsletter which provides a forum for this discussion.

279 The Teacher Paper. $3.00 per year (quarterly).

A magazine written by and for teachers. Based on the idea that teachers are in the best position to bring about changes in schools. The Teacher Paper provides a forum for teachers to share problems, ideas, and tactics.

280 Edcentric Magazine, Center for Educational Reform. $5.00 per year (monthly).

Deal with key issues in education from a radical perspective. Many contributors from the "who's who" of school reform. Especially useful section on new publications and recent events.

281 This Magazine is About Schools. $4.00 per year (quarterly).

One of the most interesting and informative of the periodicals that has grown out of the effort to make basic changes in schools. Focus on educational alternatives and on the relation of schools to society.

282 Educational Films Catalogue 1972-3, Holt, Rinehart & Winston, Inc.

An extensive collection of educational films for both elementary and secondary level, covering such topics as language education, drugs, the arts, science, anthropology and Black Studies, and teacher-education. All films are specified for grade levels.

283 Visual Arts Service - University of Illinois .

A large thorough and comprehensive film catalogue with annotations and index.

284 Anti-Defamation League of Bnai Brith.

Catalogue of films dealing with equal educational opportunity and with curriculum innovation in the classroom.

CR: Equal Opportunity

285 Indiana University Film Catalogue.

A comprehensive film catalogue of over 9,000 films. Designed to provide information on educational films for individuals and organizations. Supbject and grade-level index is included.

286 Contemporary McGraw-Hill Film Catalogue.

A valuable catalogue which contains films covering many areas of education.

287 Visual Materials Center. Chicago Public Library.

Extensive collection of films on a variety of subjects.

288 Educational Film Library Association.

A subscription service which provides periodic evaluation of films.

289 BEA Educational Media.

A curriculum aid for filmuse in schools K-12 covering a range of topics from career education, language learning motivation, guidance, basic skills, communication, social studies and teacher training. Their film collection on community studies—especially life in the city— is particularly useful. Rental libraries information is included.

CR: Equal Opportunity

290 ABC Media Concepts Catalogue.

ABC offers some sensitive films for a wide and diverse audience. The documentaries fall into three categories (1) Human relations, including new learning approaches, urban life for Blacks, Chicanos and Puerto Ricans, returning Vietnam veterans, Navajo life, drugs and communes; (2) Ecology and (3) A child's world-motivation, awareness, exploration and games.

CR: Equal Opportunity

291 Time-Life Films Catalogue.

Time-Life is the U.S. distributor of BBC-TV films which cover a range of social studies subjects. Grade level of film is specified and preview requests are usually without change.

292 Bilingual Education Service Center.

This group provides in-service training workshops, consulting service and evaluation to bilingual, bicultural programs. They also have a complete curriculum library for teachers to check out aids for the classroom in the area of math, social studies, reading, films, records and professional references.

CR: Equal Opportunity

293 Sexism in Education, The Emma Willard Task Force on Education. $5.00 for institutions.

A discussion of various ways in which the educational process fails to provide equal opportunities for women. Includes a bibliography. Clearly written.

CR: Equal Opportunity

APPENDIX A.

FILM INDEX

Item numbers listed under each heading identify films which relate to those areas, and may be ordered through distributors.

I. EDUCATION TODAY: WHAT'S WRONG WITH IT?
Items 2,3,4,7,14,16, and 21

II. EDUCATION AND THE FUTURE
Item 37

III. WHAT NEEDS TO BE CHANGED TO CHANGE SCHOOLS

A. Changing the Human Organization of Schools: The First Priority
Items 49,52,53,55,and 56

B. Individualized Instruction and Open Classrooms: What Are They? How Do They Work?
Items 71,78,82,84,85,92,103, and 104

C. The Community: How Can It Become A Classroom?
Items 121 and 135

D. Encouraging Emotional Development
None

E. Career Education: What Does It Mean? How Can It Become Part of A New Learning Program
Item 152

F. Facilities
Items 169,170, and 175

IV. EQUAL EDUCATIONAL OPPORTUNITY
Items 185 and 196

V. EVALUATING NEW LEARNING PROGRAMS
None

VI. ADDITIONAL RESOURCES FOR PLANNING GROUPS
None

APPENDIX B.

NOTE

Publishers and distributors with "The" as the first word in their names are listed under "T":

The Affective Education Development Program

The Experimental Schools Program

The Federation of Boston Community Schools, Inc.

The Individualized Learning Letter

The Learning Garden

The Multi-Culture Institute

The Research and Development Center
For Teacher Education

The Teacher Center

The Teacher Paper

APPENDIX B.

ADDRESSES OF PUBLISHERS & DISTRIBUTORS

ABC Media Concepts Catalogue
1330 Avenue of the Americas
New York, New York 10019

Addison-Wesley Publishing Co., Inc.
Reading, Massachusetts 01867

Advisory for Open Education
90 Sherman Street
Cambridge, Massachusetts

Agathon Publication Service, Inc.
150 Fifth Avenue
New York, New York 10011

Alternate Schools Publications
New College
San Jose State University
San Jose, California

American Institutes for Research Centers for Research and Evaluation in Application of Techniques in Education
Box 1113
Palo Alto, California 94302

Anchor Books
Doubleday & Company, Inc.
Garden City, New York 11530

Anti-Defamation League of Bnai Brith
222 West Adams
Chicago, Illinois

Appleton-Century-Crofts
Educational Division - Meredith Corp.
440 Park Avenue South
New York, New York 10016

Association for Supervision and Curriculum Development
1201 16th Street, N.W.
Washington, D.C. 20036

Atlantic Monthly Press
8 Arlington Street
Boston, Massachusetts 02116

Avon
959 Eighth Avenue
New York, New York 10019

Bantam Books, Inc.
271 Madison Avenue
New York, New York 10016

Basic Books, Inc.
404 Park Avenue South
New York, New York 10016

BEA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Beacon Press
25 Beacon Street
Boston, Massachusetts 02108

Bilingual Education Service Center
101 N. Owen Street
Mt. Prospect, Illinois

George Braziller, Inc.
One Park Avenue
New York, New York 10016

Cabinet Committee on Education
Province of Alberta
Suite 400
11010-142 Street
Edmonton, Alberta

Cedar Rapids Community Schools
346 Second Avenue, S.W.
Cedar Rapids, Iowa 52404

Center for Curriculum Design
823 Foster Street
Evanston, Illinois 60204

Center for Educational Reform
2115 "S" Street N.W.
Washington, D.C. 20008

Center for Law and Education
61 Kirkland Street
Cambridge, Massachusetts 02138

Center for New Schools
431 So. Dearborn/Suite 1527
Chicago, Illinois 60605

Center For Social Organization of Schools
John Hopkins University
3505 N. Charles Street
Baltimore, Maryland 21218

Center for Urban Education
105 Madison Avenue
New York, New York 10016

Center for Vocational, Technical and Adult Education
University of Wisconsin (Stout)
Menominee, Wisconsin

Centerpeace
Education Center
57 Hayes Street
Cambridge, Massachusetts 02139

Central Texas College
Highway 190 West
Killeen, Texas 76541
Philip Swartz

Childhood Education
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

CIRCE
University of Illinois - 270 Education
Urbana, Illinois 61801

College Entrance Examination Board
P.O. Box 592
Princeton, New Jersey

Contemporary Films/McGraw-Hill
828 Custer Avenue
Evanston, Illinois 60202

Council for Basic Education
725 15th Street, N.W.
Washington, D.C. 20005

Curriculum Materials Clearinghouse
Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

Dell Publishing Company, Inc.
750 Third Avenue
New York, New York 10017

E. P. Dutton & Company, Inc.
201 Park Avenue So.
New York, New York 10003

Eastern Illinois University
Charleston, Illinois

Edcentric Magazine
Center for Educational Reform
2115 "S" Street, N.W.
Washington, D.C.

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Education Exploration Center
3104 16th Avenue South
Minneapolis, Minnesota 55407

Educational Action Fund
Box 27 Essex Station
Boston, Massachusetts 02112

Educational Change Team
School of Education
University of Michigan
Ann Arbor, Michigan

Educational Facilities Center
223 North Michigan
Chicago, Illinois 60601

Educational Facilities Laboratory
477 Madison Avenue
New York, New York 10022

Educational Film Library Association
1600 Broadway
New York, New York 10019

Educational Policy Research Center
Stanford Research Institute
Menlo Park, California

Educational Products Information Exchange Institute
463 West Street
New York, New York 10014

Educational Research Services
NEA Building
1201 16th Street, N.W.
Washington, D.C. 20036

Educational Solutions, Inc.
821 Broadway
New York, New York

Educational Testing Service
Princeton, New Jersey

Emerson Hall
60 East 55th Street
New York, New York 10022

Emma Willard Task Force on Education
University Station
Box 14229
Minneapolis, Minnesota 55414

ERIC
Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

ERIC Clearinghouse on Media and Technology
Stanford University
Stanford, California 94305

Farallones Scrapbook
Star Route
Point Reyer, California 94956

Fearon Publishers, Inc.
2165 Park Boulevard
Palo Alto, California 94306

Jerry Fletcher
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Ford Foundation
320 East 43rd Street
New York, New York 10017

Frances Parker School
330 West Webster
Chicago, Illinois

Freel & Associates
577 College Avenue
Palo Alto, California 94306

Glencoe Press
7701 Wilshire Boulevard
Beverly Hills, California 90211

Grade Teacher
23 Leroy Avenue
Darien, Connecticut 06820

Group for Environmental Education
1214 Arch Street
Philadelphia, Pennsylvania 19107
Publisher of Material: The MIT Press
Cambridge, Massachusetts

Grove Press
80 University Place
New York, New York 10003

Harper & Row, Publishers
49 East 33rd Street
New York, New York 10016

Hart Publishing Company, Inc.
510 Avenue of the Americas
New York, New York 10011

Harvard Educational Review
Business Office
Longfellow Hall
13 Appian Way
Cambridge, Massachusetts 02138

Hawthorn Books, Inc.
70 Fifth Avenue
New York, New York 10011

Health, Education and Welfare
HEW North
330 Independence Avenue, S.W.
Room 3419
Washington, D.C. 20201

High School Information Center
3130 "M" Street, N.W.
Washington, D.C.

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

Illinois Commission on Human Relations
160 North LaSalle Street
Chicago, Illinois 60601

Illinois Curriculum Management Center
1035 Outer Park Drive
Springfield, Illinois 62706

Indiana University
Audio Visual Center - NET Films
Bloomington, Indiana 47401

Institute for Communication Research
Stanford, California 94305

Institute for Development of Educational Activities
5335 Far Hills Avenue
Suite 300
Dayton, Ohio 45429

Institute for Program Development
National College of Education
2840 Sheridan Road
Evanston, Illinois 60201

Institute for Program Development in Equal Educational Opportunity
2800 Sheridan Road
Evanston, Illinois 60201

Instructional Objectives Exchange
c/o Dr. W. James Popham
University of California at Los Angeles
Los Angeles, California

Integrated Education Association
343 So. Dearborn Street
Chicago, Illinois 60604

Jones Publishing Company
Francestown, New Hampshire 03043

Judson Press
Valley Forge, Pennsylvania 19481

Liveright Publishing Company
386 Park Avenue South
New York, New York 10016

Living - Learning Center
1425 University Avenue, S.E.
Minneapolis, Minnesota

Ralph Lopatin Productions, Inc.
1728 Cherry Street
Philadelphia, Pa. 19103

MacMillan Company
866 Third Avenue
New York, New York 10022

Markham Publishing Company
3322 W. Peterson
Chicago, Illinois

McGraw-Hill Book Company
330 W. 42nd Street
New York, New York 10036

McKay Company, Inc.
750 Third Avenue
New York, New York 10017

Media and Methods
134 North 13th Street
Philadelphia, Pennsylvania

National Associations of Independent Schools (NAIS)
4 Liberty Square
Boston, Massachusetts 02118

National Association of Secondary School Principals
1201 16th Street, N.W.
Washington, D.C. 20036

National Audiovisual
Government Services Administration
Washington, D.C. 20409

National Commission on Resources for Youth, Inc.
36 West 44th Street
New York, New York 10036

National Consortium for Alternative Education
Educational Alternatives Project
School of Education
Room 328
Indiana University
Bloomington, Indiana 47401

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Educational Television
10 Columbus Circle
New York, New York 10019

National School Public Relations Association
1801 North Moore Street
Arlington, Virginia 22209

New York University
Jack Robertson
3 Washington Square Village
New York, New York 10012

New York University Press
62 Fifth Avenue
New York, New York 10011

Rod Nordberg
5436 No. Christiana
Chicago, Illinois

Northern Illinois University
ABLE Program
Dr. Walter Wernick
DeKalb, Illinois 60115

Olympus Publishers
Salt Lake City, Utah

Open Spaces, Inc.
423 Second Avenue
Venice, California

Oregon Board of Education
Instructional Services Division
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Organization for Social and Technical Innovation
55 Chapel Street
Newton, Massachusetts 02160

OSPI
Title III
ESEA
316 South Second Street
Springfield, Illinois 62706

Pantheon Books
437 Madison Avenue
New York, New York 10022

Peacock Publishers, Inc.
Itasca, Illinois 60143

Pflam/Standard
38 West 5th Street
Dayton, Ohio 45402

Polymorph Films, Inc.
331 Newbury Street
Boston, Massachusetts

Potomac Institute, Inc.
1501 18th Street, N.W.
Washington, D.C. 20036

Praeger, Inc.
111 Fourth Avenue
New York, New York 10003

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Project ADAPT
Mimi Goldstein
Living-Learning Center
1425 University Avenue, S.E
Minneapolis, Minnesota

Psychology Today
P.O. Box 2970
Boulder, Colorado 80302

Pyramid Films
Box 1048
Santa Monica, California 90406

Rand Corporation
1700 Main Street
Santa Monica, California 90406

Random House, Inc.
457 Madison Avenue
New York, New York 10022

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

St. Mary Center for Learning
2044 Grenshaw
Chicago, Illinois 60612

St. Paul Open School
1885 University Avenue
St. Paul, Minnesota 55104

Saturday Review of Education
Saturday Review, Inc.
450 Pacific Avenue
San Francisco, California 94133
Subscription Information: Box 2043
Rock Island, Illinois 61207

School Review
The University of Chicago Press
5801 So. Ellis Avenue
Chicago, Illinois 60637

Signet Books
The New American Library, Inc.
1301 Avenue of the Americas
New York, New York 10019

Simon & Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

Southern Illinois University
Technical and Industrial Education Department
Mr. Larry Bailey
Carbondale, Illinois

Southwest Educational Development
Laboratory
800 Brazos
Austin, Texas 78701

Swallow Press, Inc.
1139 So. Wabash Avenue
Chicago, Illinois 60605

Swank Motion Pictures, Inc.
Sponsored Film Department
201 So. Jefferson Avenue
St. Louis, Missouri 63166

Teacher Works, Inc.
2136 N.E. 20th Avenue
Portland, Oregon 97212

Teachers College Press
Teachers College
Columbia University
525 W. 120 Street
New York, New York 10027

The Affective Education Development
Program
Room 329
Board of Education
21st and the Parkway
Philadelphia, Pa. 19103

The Experimental Schools Program
U.S. Office of Education
Room 4012 FOB 6
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Federation of Boston Community
Schools, Inc.
76 Highland Street
Roxbury, Massachusetts 02119

The Individualized Learning Letter
67 East Shore Road
Huntington, Long Island
New York 11743

The Learning Garden
1081 Westwood Boulevard
Los Angeles, California 90024

The Multi-Culture Institute
12 Homewood Terrace
San Francisco, California 94112

The Research and Development Center
For Teacher Education
University of Texas
Education Annex
Austin, Texas 78712

The Teacher Center
1400 East 53rd Street
Chicago, Illinois 60615

The Teacher Paper
2221 N.E. 23rd Avenue
Portland, Oregon 97212

Theory in Practice
College of Education
Ohio State University
1945 N. High Street
Columbus, Ohio 43210

This Magazine is About Schools
56 The Esplanade
Toronto 215, Canada

Time-Life Films
43 West 16th Street
New York, New York 10011

U.S. Commission on Civil Rights
Washington, D.C.

University of Chicago Press
5750 So. Ellis Avenue
Chicago, Illinois 60637

University of Maryland
CAPS Department of College Education
Kenneth B. Hoyt
College Park, Maryland 20742

University of Massachusetts Press
Munson Hall
Amherst, Massachusetts 01002

Van Nostrand Company, Inc.
120 Alexander Street
Princeton, New Jersey 08540

Vintage
(see Random House)

Visual Arts Service
University of Illinois
Champaign, Illinois 61822

Visual Materials Center
Chicago Public Library
78 East Washington Street
Chicago, Illinois 60602

Walnut Hills Elementary School
8195 East Cortilla Boulevard
Englewood, Colorado 80110

Winston Churchill High School
11300 Gainsborough
Potomac, Maryland 20854
Frank Carricato

Wisconsin Coalition for Educational
Reform
3019 N. Farwell
Milwaukee, Wisconsin
- 216 North Hamilton Street
Madison, Wisconsin

WMAQ-TV
Merchandise Mart
Chicago, Illinois 60654

York County Board of Education
P.O. Box 40/Church Street
Aurora, Ontario

Zephyrus
1201 Stanyan Street
San Francisco, California 94117

Zipporah Films, Inc.
54 Lewis Wharf
Boston, Massachusetts 02110